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ABSTRACT

This three-volume report describes a research project which had the following objectives: 1) to improve the orientation programs for cooperating teachers who work with student teachers; 2) to improve procedures for selection and utilization of cooperating teachers in schools which accept student teachers; and 3) to develop experimental, innovative approaches to better college supervision of student teachers. Volume 1 describes the administrative and policy structure, the history of the student teaching improvement project, research activities, and the outgrowths of the project, which included improved interpersonal relations and orientation practices. Three appendixes give information on the structure of the committees, the project newsletter, and published non-research materials. Volume 2 contains 1) an analysis of student teaching in metropolitan Cleveland, 1967-1968; 2) a follow-up study of 1967-1968 student teachers in the Greater Cleveland Cuyahoga County area; and 3) a follow-up study of intermediate-grade student teachers in Cuyahoga County. Volume 3 contains 1) a report on a workshop orientation program for cooperating teachers; 2) an evaluation of the distribution and use of project audio-visual materials; 3) a conceptual teacher education center model; 4) the use of personality and attitude factors; 5) improvement of secondary school-college articulation in science education; and 6) a modern approach to chemistry laboratory experimentation at undergraduate level. (MBM)

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FINAL RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

Volume 1 of 3

The Improvement of Student Teaching Through a Consortium of Greater Cleveland Schools and Colleges

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Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
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OCTOBER, 1970

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U. S. DEPARTMENT OF
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Office of Education
Bureau of Research

SP004996

A NOTE TO THE READER

This is Volume 1 of a three volume report on the Improvement of Student Teaching through a Consortium of Greater Cleveland Schools and Colleges. This volume contains the narrative description of the report with appendices listing the project's participants and materials produced.

Volume 2 includes three research reports on the status of student teaching in Greater Cleveland, as follows:

Appendix D. Analysis of Student Teaching in Metropolitan Cleveland, Ohio, 1967-1968.

Appendix E. A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position.

Appendix F. A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience.

Volume 3 includes other research reports conducted within the scope of the project.

Appendix G. A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers

Appendix H. A Quantitiative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year.

Appendix I. A Conceptual Teacher Education Center Model.

Appendix J. The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment.

Appendix K. Improvement of Secondary School-College Articulation in Science Education.

Appendix L. A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level.

Copies of the individual volumes can be obtained from the Cleveland Commission on Higher Education, 1367 East Sixth Street, Cleveland, Ohio 44114.

LIST OF PROFESSIONAL STAFF

Student Teaching Improvement Project

Dr. Arnold H. Berger - Project Administrator and Associate Director, Cleveland Commission on Higher Education, July 1, 1967 to October 31, 1968.

Dr. Edward J. Fox - Project Administrator and Associate Director, Cleveland Commission on Higher Education, August 1, 1970 to October 31, 1970.

Mr. Evan B. Lloyd - Project Fiscal Officer and Executive Director, Cleveland Commission on Higher Education, July 1, 1967 to December 31, 1968.

Dr. John A. Morford - Project Director and Coordinator of Teacher Education, John Carroll University, January 1, 1969 to October 31, 1970.

Dr. Donald B. Swegan - Project Director and Director of Teacher Education, Baldwin-Wallace College, July 1, 1967 to December 31, 1968. Project Fiscal Officer and Executive Director, Cleveland Commission on Higher Education, January 1, 1969 to October, 1970.

Dr. Louis N. Theodosion - Project Administrator and Associate Director, Cleveland Commission on Higher Education, January 1, 1969 to August 31, 1970.

- -

Mrs. Barbara Kovach Krane - Project Secretary

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"Toward Improved Student Teaching" . . . . Exhibit F

Note: Complete Research Reports Available in Volumes 2 and 3.
(See A Note to the Reader, page i)

Volume 2

Appendix D. Analysis of Student Teaching in Metropolitan Cleveland, Ohio, 1967-1968.

Appendix E. A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position.

Appendix F. A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience.

Volume 3

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Appendix L. A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level.

CHAPTER I

INTRODUCTION

In 1964, the Cleveland Commission on Higher Education and the Cuyahoga County School Superintendents' Association co-sponsored a study of teacher education in the Greater Cleveland area. The study Toward Improved Teacher Education in Greater Cleveland was conducted by Dr. Herold Hunt of Harvard University.

The recommendations of the Hunt report were made after a year's study involving extensive questionnaires, interviews with many school and college personnel, and detailed analysis of the statistics and patterns which emerged. Some 600 school and college educators were involved in the shaping of the Hunt report. The final report consisted of 144 pages plus 120 pages of Appendices material.

Hunt's report included 34 specific recommendations for improving teacher education in Greater Cleveland. Six of the recommendations dealt specifically with aspects involving student teaching programs. Of the six cited in the report, four recommendations are pertinent to this specific research program. The specific recommendations are given in some detail in Chapter II of this report.

As a result of the Hunt report, in 1966 the Cleveland Commission employed a part-time teacher education consultant to see if certain of the Hunt recommendations might be implemented. The consultant initiated a series of meetings among the deans or directors of teacher education in the Cleveland institutions of higher learning. The teacher educators quickly focused on student teaching as the major problem which would lend itself to a significant research and development effort.

The research project which emerged, and which is represented in this report, was entitled "The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools." Cooperative efforts were developed among the six colleges and universities of the Commission which were classified as developing institutions (Baldwin-Wallace College, Cleveland State Univeristy, John Carroll University, Notre Dame College, Saint John College of Cleveland, and Ursuline College) and with the 34 school districts in Cuyahoga County. In addition, eight other institutions of higher learning cooperated in the project (Allegheny College, Case Western Reserve University, Bowling Green State University, Hiram College, Kent State University, Ohio University, Ohio State University, and Miami University).

A. Project Objectives

The specific objectives of the project, which resulted from the earlier Hunt research, are as follows:

1. To improve the orientation programs for cooperating (supervising) teachers who work with student teachers.

2. To improve procedures for selection and utilization of cooperating (supervising) teachers in schools which accept student teachers.

3. To develop experimental, innovative approaches to better college supervision of student teachers.

B. Administrative and Policy Structure

The administrative and policy structure of the project are illustrated in the flow chart, shown on page 3. This chart shows that the Cleveland Commission on Higher Education was the initiating agency and the fiscal agent for the project. The STIP project had inputs from the member colleges, the cooperating colleges, the teacher education committee of the Commission colleges, the 34 school districts in Cuyahoga County, and the Cuyahoga County School Superintendents' Association. A Steering Committee, composed of chairmen of the sub-committees and Cleveland Commission staff members, provided guidance on the overall project and screened all research requests. The Project Director functioned in a direct line relationship with the committees, consultants and research projects. Staff services related directly to the entire project and to the project director.

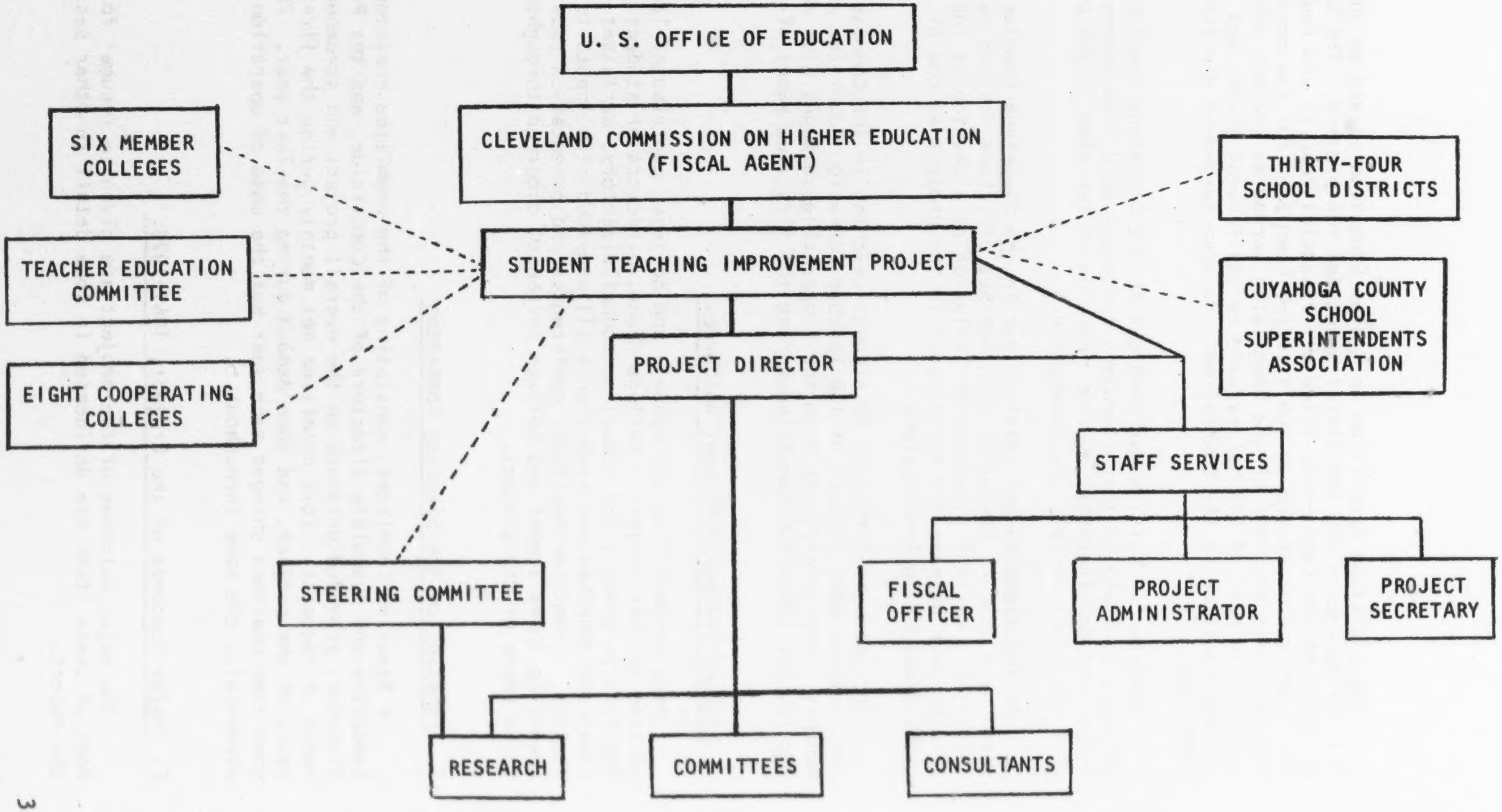
C. Relationship to the Cleveland Commission on Higher Education

The Cleveland Commission on Higher Education, consisting of the eight generally accredited colleges and universities in Cuyahoga County, has been an organization of prominent lay citizens and college presidents working to effect coordination among the institutions and to develop new programs in higher education.

The Commission's basic pattern of operation has consistently been one of recognizing a need, conducting a study to determine planning necessary to meet the need, and providing the catalytic force to get a program in operation. Wherever possible, coordinated and cooperative planning between and among the institutions has been encouraged.

The Commission has a full-time professional staff consisting of an Executive Director, and Associate Director and two secretaries. In addition, several part-time consultants are utilized on special projects. In the case of the Student Teaching Improvement Project, the Commission's teacher education consultant also served as director of the project.

ADMINISTRATIVE AND POLICY STRUCTURE


U. S. OFFICE OF EDUCATION
CLEVELAND COMMISSION ON HIGHER EDUCATION (FISCAL AGENT)
SIX MEMBER COLLEGES
TEACHER EDUCATION COMMITTEE
EIGHT COOPERATING COLLEGES
STUDENT TEACHING IMPROVEMENT PROJECT
THIRTY-FOUR SCHOOL DISTRICTS
CUYAHOGA COUNTY SCHOOL SUPERINTENDENTS ASSOCIATION
PROJECT DIRECTOR
STAFF SERVICES
FISCAL OFFICER
PROJECT ADMINISTRATOR
PROJECT SECRETARY
STEERING COMMITTEE
RESEARCH
COMMITTEES
CONSULTANTS

The Cleveland Commission on Higher Education served as the initiating agency and the fiscal agent for the project. The Executive Director of the Commission filed all financial reports and requests for funds and he served on the Steering Committee for the project. The Associate Director of the Commission served as project administrator with half of his salary paid by the federal grant, and a matching portion by the Commission. He also served on the Steering Committee.

Secretarial service was provided in the Cleveland Commission offices, with one full-time project secretary paid from federal funds, and one secretary giving a portion of her time to the project as a contribution from the Commission.

Of the eight member institutions in the Cleveland Commission, seven have teacher education programs but one, Case Western Reserve University, was not eligible for inclusion as a developing institution. Case Western Reserve did participate in the project as one of the eight cooperating institutions.

The deans or directors of student teaching in the Commission institutions were members of the Teacher Education Committee which met monthly. Representatives from the cooperating colleges also met with the Teacher Education Committee during the first two years of the project.

D. School-College Personnel Resources

Many persons from the schools and colleges contributed large blocks of time to this project. College deans, directors of student teaching, and faculty members and school personnel directors, assistant superintendents, classroom teachers and supervisors all provided rich inputs to the project. Committee meetings, conferences and orientation sessions involving these school and college personnel occurred throughout the three years of the project.

E. Function of the Steering Committee

A Steering Committee, consisting of the committee chairmen, the Executive and Associate Directors of the Commission, and the Project Director, provided guidance on the overall project and screened all research requests. This committee met monthly during the first two years of the project, and upon demand during the last year. The committee chairmen changed each year but the mode of operation remained essentially the same throughout.

F. Major Outcomes of the Project, 1967-1970.

The major outcomes of the project are given in resume' form below. Most of these items are delineated in some detail in other sections of the report.

PROJECT HIGHLIGHTS

1. A comprehensive survey - "Analysis of Student Teaching in Metropolitan Cleveland, 1967-68" - published and over 400 copies disseminated (See Appendix D, Volume 2).
2. Eleven research projects were funded, completed and reported (See Appendices E-L, Volumes 2 and 3).
3. Trips were taken by area educators to West Virginia, Maryland, Illinois, Pennsylvania, etc., to see innovative practices in action.
4. A joint handbook - "Toward Improved Student Teaching" - was developed and 11,000 copies were distributed (See Appendix C).
5. Movie - "With the Grain" - was produced and used nationwide to orient cooperating teachers (See Appendix C for discussion guide).
6. Filmstrip-tape - "Master Teacher at Work" - has received great acceptance from both student and cooperating teachers (See Appendix C for discussion guide).
7. Brochure for parents - "Enriching Your Child's Education" - was produced with over 30,000 distributed (See Appendix C).
8. Major conferences held - one on Innovations in Student Teaching - one on Teacher Education Centers - one on Orientation of Cooperating Teachers.
9. Ten issues of the STIP Newsletter were produced -- over 28,000 copies were distributed (See Appendix C).
10. New role advocated for college supervisor, through articles in the STIP Newsletter.
11. Five teacher education centers were funded and a coordinating committee was established (See Appendix I, Volume 3, for model).
12. The project to "Stimulate Innovative Teacher Education" (SITE) was developed as an outgrowth of the Student Teaching Improvement Project (STIP).
13. STIP final report was disseminated - October, 1970.

CHAPTER II

HISTORY OF THE STUDENT TEACHING IMPROVEMENT PROJECT

As was noted in Chapter I, the current project was actually initiated by the Hunt study done in 1964. The study *Toward Improved Teacher Education in Greater Cleveland* was based on extensive questionnaires, interviews with school and college personnel and detailed analysis of the statistics. The report included 34 specific recommendations for improving teacher education in Greater Cleveland. Six of the recommendations dealt specifically with student teaching programs and four are pertinent to the research program which resulted. These four are cited below:

Recommendation Number 19: That more effective orientation procedures be developed for the supervising (cooperating) teachers from the school systems (pages 101-102, Hunt report).

> Departments of education might consider the use of 'supervising teacher clinics' in which there could be consideration and discussion of particular aspects of the student teaching arrangements and orientation of college and university personnel to the school system, as well as general orientation of supervising teachers from the school systems.
>
> Supervising teachers from the colleges and universities, in several cases, do not appear to be sufficiently involved in observing and helping student teachers......Because of the different perspectives held by members of departments of education and by school system personnel, both essential to the development of effective teaching techniques, there should be greater participation by college and university personnel in creating the types of experiences which are desirable for student teachers......

Recommendation Number 15: That one of the first items considered by the council recommended previously be the consideration of improving the coordination of efforts in developing more effective student teaching experiences (pages 97-99, Hunt report).

> We share the view of those representatives from the colleges and universities who emphasized the need for more effective selection of supervising teachers from the school systems. However, we also feel that better procedures can be established by the college and universities and the school systems in more effectively utilizing those teachers who are presently serving in this capacity. The quality of the supervising teacher is a basic ingredient in the quality of the student teaching exper-

> ience. According to the responses from both the institutions of higher learning and the school systems, school systems in the majority of instances select the supervising teachers with whom the student teachers are placed......
>
> In our judgment, only those who are considered to be excellent teachers by both school administrators and college and university personnel should be invited to serve as supervising teachers. The problem then becomes one of inducing these excellent teachers to serve in such a capacity. Present conditions do not appear to attract enough of the most qualified teachers. Participation in such supervision is not a significant prestige factor, and financial compensation is so small as to offer little inducement to teachers......

Recommendation Number 18: That the class load of supervising teachers from the school systems be reduced one period or more each day depending upon the number of student teachers assigned to this teacher (pages 100-101, Hunt report).

> The implementation of this recommendation should add to the effectiveness of those teachers presently serving as supervising teachers and should serve as an added incentive in securing the services of other qualified teachers.
>
> Earlier in this chapter we referred to the need to develop better procedures in utilizing those teachers who are presently serving as supervising teachers. Orientation procedures are in need of improvement.
>
> Only four of the eight institutions reported having any sort of orientation procedures for supervising teachers from the school systems. The orientation in two of these institutions consisted of mailing descriptive material to the supervising teachers, the third institution made available a course in supervision each fall, and the fourth institution made provision for a conference between the college or university supervisor and the supervising teacher from the school system. Such an important activity as student teaching certainly requires a more thorough orientation and discussion......

Recommendation Number 20: That supervisors of student teachers become more involved in the direction of student teaching experiences, that the number of visits to classes taught by student teachers be increased and that the workloads of those supervisors be reduced to facilitate such greater involvement (pages 103-106, Hunt report).

> Greater participation by college and university personnel should stimulate greater integration between knowledge and skills developed by students in methods courses and should result in

closer relationships between school system personnel and college and university personnel in developing a more balanced and coordinated student teaching program.

The need for greater involvement of college and university personnel is made especially evident by the failure of most of the departments of education to build into student teaching experiences observation of recent innovations in practice, such as team teaching, programmed instruction, and large and small group instruction. Responses during the interviews indicated that whether or not a student had an opportunity to observe the practice of such innovations depended entirely upon the supervising teacher from the school system, and/or the school system itself.

As a result of the meetings of the teacher education directors from the Commission colleges, in late 1966 and the Winter of 1967, the proposal for a program to improve student teaching was developed and submitted to the United States Office of Education.

A. Overview of Project Activities

Throughout project activities, joint school-college committees supported by STIP staff provided the basic mechanism for implementing project objectives. (See Appendix A for committees and committee membership). During the first year three specific activities were emphasized:

1. The development of a common Student Teaching Handbook for the use of cooperating teachers, college supervisors, school personnel directors, and principals involved with student teachers from any of the colleges cooperating in the consortium. This handbook Toward Improved Student Teaching was produced and over 11,000 copies have been distributed.
2. The development of a series of training films to prepare cooperating teachers and student teachers for their roles. Two audio-visual productions resulted -- a 30 minute, color film "With the Grain" and a filmstrip-tape "Master Teacher at Work." Both productions have been utilized extensively for better orientation of cooperating teachers, administrative personnel, and student teachers.
3. The development of procedures to provide better selection of cooperating teachers. In striving for attainment of this objective, an extensive survey "Analysis of Student Teaching in Metropolitan Cleveland, 1967-68" was published and disseminated. Much of the second and third-year project activity was based on the findings of the Analysis.

During the early months of the project, much of the activity related to the identification of persons to serve on the various committees. In identifying these individuals, great assistance was provided by Alan Shankland, Executive Secretary of the Cuyahoga County School Superintendents' Association, and members of the Teacher Education Committee from the colleges.

The Project Director and Project Administrator (Associate Director of the Cleveland Commission) made tentative contacts with film producers, data processers and printers to determine what arrangements might be made on each of the three major projects for the first year (films, the analysis, and the common handbook). In addition, letters were sent and phone calls made to potential committee members.

It should be noted that the first phase of the project was delayed some seven months (until February, 1968) because federal funding was not initiated until that time. The first year's projects all involved significant expenditures that could not be committed until funding was in hand. Once funds were received, committee activities were then able to proceed to fruition, as delineated on the pages that follow on the correspondence and progress reports.

The various sub-committees (Handbook, films, analysis) met frequently until their respective projects were completed. In each project, the project director and project administrator (from the Cleveland Commission) worked closely with the committee and did a good bit of the staff work in finalizing the project.

The second year of the project consisted of establishing five new committees to implement the original objectives of the project (better orientation, improve selection and utilization of cooperating teachers, and develop new approaches to better college supervision of student teachers). The committees were as follows:

1. Procedures and Commonality
2. Evaluation
3. External Relations
4. Innovation and Experimentation
5. In-service Training and Orientation

Each committee, composed of school and college representatives, met frequently to achieve both short and long-term objectives. Procedures and Commonality developed common starting dates for student teaching and made some progress toward the use of common forms and working toward equitable stipends for cooperating teachers. The Evaluation Committee attempted to evaluate materials produced (Handbook, films, etc.) and strived for establishment of criteria for on-going evaluation of student teaching.

The External Relations group developed a brochure "Enriching Your Child's Education" and attempted to improve the State's role in support of student teaching. Innovation and Experimentation looked at new approaches (teacher education centers, etc.) and attempted to inspire more research efforts. A major conference on "Innovations in Student Teaching" highlighted the committee's work.

In-service Training and Orientation attempted to inspire individual and joint efforts of colleges and schools to upgrade the performance of all persons involved in student teaching. They also developed discussion guides for the A-V materials and conducted a workshop on how to use the materials in orienting cooperating teachers.

In all cases the committee activities resulted in good interaction between and among school and college people, and helped to focus on the project's third year efforts to encourage the development of teacher education centers and to change the role of the college supervisor. Research projects resulted from each of the committees and research and development grants for teacher education centers were an important component of the third year's activities.

During the second and third years, ten editions of the "STIP Newsletter" disseminated project activities and ideas nationwide.

In reviewing the three years of project activities, it is clear that the original recommendations in the Hunt report had been studied and woven into the fabric of the project. The original objectives (improved orientation programs for cooperating teachers, improved selection of cooperating or supervising teachers, and development of experimental or innovative approaches to better college supervision) were all an integral part of the project.

Details on research procedures and activities are set forth in Chapter three. Chapter four outlines new directions and continuing activities which are outgrowths of STIP's work.

During the three years of the project, from July 1, 1967 to August 31, 1970, regular communications were directed to Mr. Joseph Murnin, Research Coordinator for the U. S. Office of Education, Department of Health, Education and Welfare, Regional Office V. These communications consisted of letters and progress reports dealing with the project.

B. Chronological Outline of Project Activities

The following resume' of project communications is presented in capsulized form. In addition to the communications delineated below, numerous requests pertaining to changes in budgetary line items and regular fiscal reports (OE Forms 5140 and 5141) were submitted.

(A.) LETTER TO MR. MURNIN - November 21, 1967: Giving a status report on sub-projects currently underway.

1. Development of a common student teaching handbook - Handbook Committee.
2. Development of orientation materials for cooperating teachers - Audio-Visual Committee.
3. CAST Committee (Coordinated Assignment of Student Teachers) - purpose to develop a clearinghouse for student teaching assignments and a greater collaboration among college personnel in the supervision of student teachers.

(B.) PROGRESS REPORT - April 24 to June 24, 1968:

1. Audio-Visual Committee has decided to produce two audio-visual aids;
   a) A film on the cooperating teacher-student teacher relationship
   b) A slide-tape presentation pertaining to the content of the student teaching handbook
2. Handbook Committee --- representatives from nearly all school districts and cooperating colleges reviewed the handbook. A revised edition incorporating these suggestions is nearly completed.
3. CAST Committee --- activities include:
   a) Student teaching census is now complete
   b) John Morford conducted a survey of college and school practices of student teaching
   c) Prof. Dorothy Becker has begun a comparative study of cooperating teachers
4. Other Activities:
   a) On May 24th an all-day meeting was held on strengthening student teaching.
   b) Four faculty members from Commission institutions have been approved to attend an Office of Education research institute to be held in August in Oregon.

(C.) LETTER TO MR. MURNIN - June 13, 1968:

A copy of the draft edition of Part One of our analysis of student teaching in Cuyahoga County was sent to Mr. Murnin.

(D.) PROGRESS REPORT - June 25 to December 1, 1968:

1. The handbook "TOWARD IMPROVED STUDENT TEACHING" has been published and distributed widely.
2. The comprehensive report "ANALYSIS OF STUDENT TEACHING, METROPOLITAN CLEVELAND, OHIO, 1967-1968" has been completed.
3. Two audio-visual productions are in the process of being completed:
   a) A 16 mm color film entitled "WITH THE GRAIN"
   b) A slide-tape presentation designed to accompany or supplement the student teaching handbook
4. The committee structure for the past year has been revamped completely.

Five subcommittees have been established, with the chairman of each serving on the Project Steering Committee. The five committees are:

Evaluation Committee
External Relations Committee
In-Service Training and Orientation Committee
Innovation and Experimentation Committee
Procedures and Commonality Committee

5. The research component in the 1968-1969 phase of the project will be exhibited in two ways:
   a) Two of the subcommittees are charged with responsibilities relating to research projects.
   b) A total of $10,000 has been allocated in this year's budget for "seed grants." As of this date, only two proposals have been received, as follows:
      1. Dr. Robert Koepper - "A Proposal for the Improvement of the Evaluation of Student Teaching and the Training of Cooperating Teachers" (Project was approved, but was not initiated.)
      2. Prof. Dorothy Becker - "A Survey of Outstanding Cooperating Teachers and Their Principals" (Was included in the Analysis Report.)
6. Additional projects presently underway for 1968-1969 include the following:
   a) Development of a newsletter
   b) Development of a brochure to define the importance of student teaching
   c) A Sunday Supplement Feature in the Cleveland Plain Dealer describing student teaching and the importance of the cooperating teacher in this project. (This feature was prepared but never published.)

(E.) PROGRESS REPORT - December 1, 1968 to March 31, 1969:

Committee Activity:

1. Procedures and Commonality Committee
   a) A questionnaire surveying the shifting of student teaching to a starting date corresponding to the opening date of school was sent to all colleges and school districts pertaining in the student teaching program.
   b) Recommendation for the establishment of deadline dates for requests to place student teachers is also being surveyed by this questionnaire.
   c) Study of existing fee schedule.
   d) Common orientation for all cooperating teachers.
   e) Establishing a standard approach to assigning student teachers.
   f) Development of procedures and criteria in selecting cooperating teachers.

2. Evaluation Committee
   a) The Committee has developed a questionnaire to evaluate the student teaching handbook.
   b) The Committee has also decided that a follow-up study of student teachers after they were employed as teachers for one year would yield much important information.
3. External Relations Committee
   a) Long-range planning concerning legislation aimed at improving the state's role in support of student teaching is presently underway.
   b) Press releases have been sent concerning project personnel changes and research grants available to faculty of consortium institutions. Project reports were sent to the Ohio School Boards Association and to the Association for Student Teaching.
   c) A brochure to upgrade the image of the student teacher is presently being completed. A mass distribution in Fall 1969 is planned.
4. Innovation and Experimentation Committee
   a) Major discussions have centered around the promotion of a conference involving college and school personnel connected with the student teaching experience. April 20th has been set as the date for this meeting at Baldwin-Wallace College.
   b) March 13th was a visitation day for eight members of STIP at the Multi-State Teacher Education Project in Baltimore, Maryland.
5. In-Service Training and Orientation Committee
   a) Committee is presently developing a coordinated program of orientation for cooperating teachers.
   b) It is also in the process of developing a guide to accompany the film "WITH THE GRAIN".
6. Steering Committee --- provides over-all direction to the project, and serves as the policy making group.

Newsletter Developed for the Project - newsletters are being published regularly beginning the first week of February.

Research Projects - funds have been available for research by Student Teaching Improvement Project to faculty members in consortium institutions. The following projects have been funded:

1. Sister Ann Gertrude - "Improvement of Secondary School-College Articulation in Science Education" - $750.
2. Dr. Francis T. Huck - "A Follow-Up Study of 1967-68 Student Teachers in the Greater Cleveland Cuyahoga County Area" - $1,850.
3. Dr. Ernest J. Kozma - "A Proposal for a Workshop Orientation Program for New Critic Teachers, Including a Comparative Evaluation of the Participants' Work With Student Teachers" - $6,150.
4. Dr. Raymond A. LeGrand - "A Proposal for the Analysis of Student Teacher Verbal Behavior" - $1,500. (At a later date, revised priorities changed this research project to the development of a Teacher Education Center Model.)

(F.) PROGRESS REPORT - April 1 to June 30, 1969:

1. Research Projects - two more projects have been approved for funding, they include:
    - a) Dr. James W. Nuss - "A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level" - $3,475.
    - b) Sister Thomas Marie Weir - "A Follow-up Study of Intermediate Student Teachers in Cuyahoga County One Year After Their Experience" - $168.
2. STIP Newsletter - two editions of the newsletter have been sent to a mailing list of 2,000 professional people.
3. Committee Activity
    - a) Steering Committee - concern for the total overall direction of of the project has promoted many new policy moves. The most important has been a move toward identifying specific projects with consultants or specific individuals to complete these projects. Specific projects to be pursued include the following:
        1. Establish a standard approach to assigning student teachers.
        2. Develop procedures and criteria in selecting cooperating teachers.
        3. Develop a model statute for student teaching in Ohio.
        4. Adapt the filmstrip "Master Teacher at Work" for use by student teachers.
        5. Evaluate the use of the handbook "Toward Improved Student Teaching".
        6. Evaluate the film "With the Grain" and the filmstrip "Master Teacher at Work".
        7. Complete the discussion guide to accompany the film.
        8. Develop a model form for student teaching requests and assignments.
    - b) Procedures and Commonality Committee
        1. The questionnaire used to survey deadline dates for requests to place student teachers has been tabulated and plans have been made to implement them in Spring.
        2. The common orientation concept for cooperating teachers has been turned over to the In-Service Training and Orientation Committee.
    - c) Evaluation Committee
        1. A survey designed to evaluate the handbook has been completed at Baldwin-Wallace and John Carroll.
        2. The committee has sponsored Dr. F. T. Huck of John Carroll to do a follow-up study of 1967-68 student teachers after their first year employment as teachers. The study will be completed by the end of summer.

d) External Relations Committee - The brochure for parents promoting a better image of the student teacher has been completed and is in the printing stage. Distribution of 40,000 copies is scheduled for this fall.

e) Innovation and Experimentation Committee

1. An innovations conference was held on April 28, 1969 at Baldwin-Wallace College. The chief objectives of the conference were:
   (1) report on current research projects in the Greater Cleveland area, (2) reports on unique student teaching programs in Cleveland and other areas of the country, (3) examination of a clearinghouse concept for better placement of student teachers, and (4) a study of verbal and non-verbal interaction analysis in working with student teachers.
2. The committee sponsored an experimental student teaching center at Roxboro Junior High School.
3. The committee will work through the summer on the development of a "Teacher Education Center".

f) In-Service Training and Orientation Committee

1. A coordinated program of orientation has been planned for fall. The program will utilize the following: the film, the filmstrip, the discussion guide and consultants as needed.
2. The committee will work through the summer on the orientation workshop scheduled for early October.
3. Committee is also exploring the idea of using educational TV for orientation purposes.

(G.) PROGRESS REPORT - July 1 to August 30, 1969

1. Committee Activities
   a) In-Service Training and Orientation Committee - A conference to orient public school administrators, college supervisors, and directors of student teaching has been set for October 3rd at St. John's College.
   b) Innovation and Experimentation Committee - "A Teacher Education Center" model has been proposed by the Committee.
2. Parent Brochure - the parent brochure for promoting a better image of student teachers has been printed and distribution has begun.
3. STIP Newsletter - a special summer edition included the parent brochure and guidelines for ordering the brochure in quantity.
4. Discussion Guide - a discussion guide to accompany the film "With The Grain" has been printed and distribution begun.
5. Handbook and Audio Visual Aids - orders for more than half of the reprint copies of the handbook have been filled. The A/V Center at KSU has informed us that a long waiting period will take place concerning the film. A new narrative for the filmstrip is being developed to orient student teachers.

(H.) PROGRESS REPORT - September 1 to December 15, 1969

Committee Activities

1. In-Service Training and Orientation Committee - A conference to orient college and school personnel was held at St. John's College on October 3rd.
2. Innovation and Experimentation Committee - Seven area educators visited the Multi-State Teacher Education Project in Charleston, West Virginia on October 9 and 10th.

Materials and Audio-Visual Aids

1. Handbook - As a result of the article appearing in the AST Fall Newsletter 277 requests for the STIP handbook have been received.
2. Audio Visual Aids
   - a) Both the film and filmstrip are booked solidly for viewing for the rest of the school year.
   - b) A dual narrative to accompany the filmstrip for orientation of student teachers has been completed.
   - c) The film "WITH THE GRAIN" will be presented by WVIZ-TV on February 11, 1970 at 4:00 p.m.

Research Proposals - Several different research and model-development projects have been suggested by the STIP staff. Two specific projects were approved for funding:

1. Dr. Raymond A. LeGrand - "A Conceptual Teacher Education Model" - $1,500.
2. Mr. Robert J. Hohman - "The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment" - $1,200.

STIP Newsletter - Issues 5 and 6 have been completed.

Miscellaneous Announcements

1. An article on the STIP appears in the November issue of the Ohio School Boards Journal.
2. A history of the STIP has been completed and distributed.
3. The STIP staff was featured at the Fall OAST Conference. Materials presented were very well received.

(I.) PROGRESS REPORT - December 15, 1969 to March 15, 1970

1. Innovative Committee - A conference is to be held on April 10, 1970 at John Carroll University on "A Model for Teacher Education Centers in Greater Cleveland".
2. Orientation Survey Research Project - A survey to establish what orientation practices are presently taking place in the Greater Cleveland area is underway. All institutions were contacted to determine what their orientation practices were.
3. Significant Events
   - a) WITH THE GRAIN was presented by WVIZ-TV on March 16, 1970 at 3:45 p.m.
   - b) STIP audio-visual aids were presented to the following groups:

Association for Student Teaching
Chicago - February 25, 1970
Academic Consortia Seminar (Directors)
Chicago - March 1, 1970
Cuyahoga County Elementary Principals
Euclid - March 4, 1970

    c) Dr. Thomas E. Ryan and Dr. William Reeves from the Texas Education Agency visited STIP on February 23rd and 24th.
4. Research Orientation Workshop To Be Held - A Orientation Workshop is presently scheduled for March 19, 1970 at Cuyahoga Community College's Western Campus.

(J.) PROGRESS REPORT - March 15 to June 15, 1970

Major Activities and Accomplishments

1. Innovation Committee - has begun to establish the joint college-school teacher education center concept. Three meetings have been held to date:
    a) March 16th - John Carroll University - A meeting was held to discuss the program for the April 10th Conference on teacher education centers.
    b) April 10th - John Carroll University - A workshop was held on the "School-College Teacher Education Center for Greater Cleveland."
    c) May 8th - St. John's College - a follow-up meeting from the April 10th Workshop to establish guidelines and job descriptions for central coordination for the teacher education center.
    d) May 29th - Baldwin-Wallace College - a meeting was held to discuss the possibility of a teacher education program with BWC, Ohio University, and Berea and Parma Schools.

Significant Findings and Events

1. Sister Thomas Marie Weir submitted her final report on her research proposal entitled "A Follow-Up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience."
2. Supported by a grant from STIP, Dr. Raymond A. LeGrand of JCU developed a working paper entitled "A Conceptual Model: The Satellite Teacher Education Center."
3. The final report of Sister Ann Gertrude entitled "Improvement of Secondary School-College Articulation in Science Education" has also been received.
4. Research grant awarded - Dr. Francis T. Huck - "A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-70 School Year - $1,000.

(K.) PROGRESS REPORT - Activities Since June 15, 1970

1. Research Reports Received - Final research reports have been received from the following:
    a) Dr. James W. Nuss - "A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level."
    b) Dr. Francis T. Huck - "A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-70 School Year."
    c) Dr. Ernest J. Kozma - "A Proposal for a Workshop Orientation Program for New Critic Teachers, Including a Comparative Evaluation of the Participant's Work with Student Teachers."

2. Teacher Education Centers - Grants for implementation of teacher education centers, each grant in the amount of $1,200.00, have been made to the following:

Beachwood City Schools and John Carroll University
North Olmsted City Schools and Kent State University
Saint John College and Cleveland Diocesan Schools
Cleveland State University and Parma City Schools
Ohio University, Baldwin-Wallace, Berea Schools and Parma Schools

CHAPTER III

RESEARCH ACTIVITIES

A. Research Studies

One major thrust of the project has been to improve research competencies among the faculties of participating colleges and universities. Three basic approaches were used to accomplish this:

(1) Research proposals were solicited from colleges involved.

(2) Specific research needed in relation to project goals was contracted for with members of participating faculties.

(3) A major census survey was completed jointly by project staff and several cooperating faculty members.

Each of these approaches is discussed below. A chart showing all studies, researchers, and grants will be found at the end of this chapter. Final reports from all studies will be found in the appendices to this report.

(1) The following research proposals were funded as a result of the first approach, i.e., open-ended solicitation:

"A Proposal for a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participant's Work With Student Teachers," by Dr. Ernest Kozma of Baldwin-Wallace College (See Appendix G in Volume 3).

"A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position," by Dr. Francis T. Huck of John Carroll University (See Appendix E, Volume 2).

"A Proposal for the Analysis of Student Teacher Verbal Behavior," by Dr. Raymond A. LeGrand of John Carroll University. This study was later withdrawn in favor of the Teacher Education Center model development project later completed by Dr. LeGrand.

"Improvement of Secondary School-College Articulation in Science Education," by Sister Ann Gertrude of Ursuline College (See Appendix K in Volume 3).

"A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience," by Sister Thomas Weir under direction of John Carroll University (See Appendix D in Volume 2).

"A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level," by Dr. James W. Nuss of Baldwin-Wallace College (See Appendix L, Volume 3).

"A Proposal for a Seed Grant to Support Development of a Major Research Project Designed to Assess the Effects of Student Teaching on First and Third Year Teachers as Compared to Its Alternatives," by Dr. John A. Morford of John Carroll University. This study was later withdrawn due to Dr. Morford's duties as project director.

The process followed in soliciting, evaluating, and funding these studies was the following:

1. Announcements were made at several meetings concerning availability of research funds.
2. Letters soliciting proposals were sent to presidents, deans, etc., of participating colleges and universities.
3. A number of personal contacts with college personnel were made to urge participation.
4. Proposals were received, following a prescribed format.
5. The project steering committee carefully reviewed the thirteen proposals submitted and approved five for immediate funding while referring the others back for possible revision. One of the latter was ultimately funded.
6. Grants were then made as required, with one-fourth of the funds being withheld until receipt of each final report.

Despite a major effort on the part of the project staff, the number of satisfactory proposals fell significantly short of original hopes. In this phase of the project, faculty from two institutions did over half of the studies, despite repeated entreaties to non-participants to develop proposals.

(2) Three studies were undertaken by university faculty because of the specific goals and needs of the project:

"A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year," by Dr. F. T. Huck of John Carroll University (See Appendix H, Volume 3).

"The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment," by Robert Hohman of Bowling Green State University (See Appendix J, Volume 3).

"A Conceptual Teacher Education Center Model," by Dr. Raymond A. LeGrand of John Carroll University (See Appendix I, Volume 3).

These three topics, among others, were identified by the Steering Committee and Director as having important ramifications for the project itself; therefore all eligible institutions were asked to identify faculty who might wish to carry out such studies. Drs. LeGrand, Huck, and Mr. Hohman developed proposals and received support. Several other suggested studies were not done since no proposals were received as a result of the solicitation letter.

(3) The most comprehensive single study completed by the project, "Analysis of Student Teaching, Metropolitan Cleveland, Ohio, 1967-1968," was completed by both project staff and several faculty members. The following participated: Dr. Donald B. Swegan, Dr. Arnold Berger, Miss Dorothy Becker, and Dr. John Morford. (See Appendix D, Volume 2).

The report on this survey was widely circulated, including distribution to major libraries and all cooperating institutions. It provided the basic data from which many of the project's developmental activities evolved. The studies by Dr. Huck and Sister Thomas Weir, mentioned above, were follow-ups on this original research.

B. National Research Training Institute and Workshop

Another aspect of the project's research component was the attendance at three Office of Education sponsored National Research Training Institute's by several project participants. Drs. Don Swegan and Ernest Kozma attended the 1967 Institute in Oregon; Dr. Robert Koepper attended the 1968 meeting in Michigan; and Dr. Lou Theodosion and Donald Greive were involved in the 1969 Institute in Oregon.

In March of 1970 the project sponsored a Cleveland-area workshop to share the National Research Training Institute materials and approach with area faculties. Dr. Theodosion and Mr. Greive conducted the sessions which involved 35 participants.

SUMMARY OF RESEARCH ACTIVITIES WITHIN THE STUDENT TEACHING IMPROVEMENT PROJECT

PROJECT TITLE	RESEARCHER	FUNDS RECEIVED
"A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers"	Dr. Ernest J. Kozma Baldwin-Wallace	$ 5,073.73
"A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position"	Dr. Francis T. Huck John Carroll University	$ 1,850.00
"A Proposal for the Analysis of Student Teacher Verbal Behavior"	Dr. Raymond A. LeGrand John Carroll University	$ 1,500.00*
"Improvement of Secondary School-College Articulation in Science Education"	Sister A. Gertrude Ursuline College	$ 750.00
"A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience"	Sister Thomas M. Weir Ursuline College	$ 168.00
"A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level"	Dr. James W. Nuss Baldwin-Wallace	$ 3,475.00

PROJECT TITLE	RESEARCHER	FUNDS RECEIVED
"A Proposal for a Seed Grant to Support Development of a Major Research Project Designed to Assess the Effects of Student Teaching on First and Third Year Teachers as Compared to Its Alternatives"	Dr. John A. Morford John Carroll University	$ 1,200.00**
"A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year"	Dr. Francis T. Huck John Carroll University	$ 1,000.00
"The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment"	Mr. Robert J. Hohman Bowling Green	$ 1,200.00
"A Conceptual Teacher Education Center Model"	Dr. Raymond A. LeGrand John Carroll University	$ 1,500.00
"Analysis of Student Teaching, Metropolitan Cleveland, Ohio, 1967-1968"	Dr. Donald B. Swegan Dr. Arnold Berger Dr. Dorothy Becker* Dr. John A. Morford	

* Project withdrawn 6-17-69
** Project withdrawn 8-30-70

CHAPTER IV

OUTGROWTHS OF THE STIP

During the entire project, but especially in the final year, specific efforts have been directed toward establishing both the new structures and interpersonal relations necessary to continue cooperative improvement of teacher education in Greater Cleveland beyond the termination of the project itself. The several outgrowths discussed below give assurance that these efforts have been fruitful.

A. Improved Interpersonal Relations

Prior to this project the various school and college personnel dealing with student teaching rarely met and, in the most part, did not know one another at all. As the project ended, on the other hand, most of them are on a first name basis and in many cases cooperatively embarked on projects to further improve teacher education.

Many positive developments in teacher education in Greater Cleveland, which have never been directly a part of STIP, can nonetheless be traced back to professional contacts made as a result of STIP meetings, committees, etc.

Several participants have stated that this great improvement in interpersonal relations has been the project's single, most important contribution. They may well be right.

B. Improved Orientation Practices

A key emphasis throughout has been on establishing student teaching as a joint undertaking of schools and colleges. As a first step in bringing the parties involved together, it was necessary to initiate and/or improve the orientation of cooperating teachers. The initial Analysis had shown great inadequacies in this and indicated that the parties involved needed something around which to begin and upon which to build further in-service work. The STIP audio-visual materials resulted.

Our 18 minute, color filmstrip "Master Teacher at Work" with its discussion guide and accompanying tapes - one for orienting cooperating teachers and one for orienting student teachers - remains available for rental from Kent State University Audio-Visual Services and for sale from WVIZ-TV, Cleveland, Ohio. It is already in use all over the U.S. and should continue to provide a vehicle to bring school and college people together in the years ahead. (See Appendix H, Volume 3, for users and an evaluation).

Likewise, multiple copies of our 28 minute, color movie, "With the Grain" are booked over a year ahead at Kent State University; and WVIZ continues to sell copies at cost. Designed to promote discussion and debate about student teaching practices, the film has been successfully used with student teachers, methods courses, and general faculty in-service as well as with the cooperating teachers for which it was developed. A detailed discussion guide accompanies the movie. (See Appendix H, Volume 3, for list of users and an evaluation).

Properly used, the filmstrip and movie provide an initial series of in-service sessions involving school and college personnel. In many instances they continue to lead to cooperative development of an on-going series of in-service meetings, which, in some instances, have already gone far beyond the content of the A-V materials themselves.

C. Teacher Education Centers

During the second year of the project it became increasingly apparent to many involved that unless some basic structures changed, student teaching could not be significantly improved; therefore on the recommendations of the director, the steering committee redirected the central thrust of the project toward identifying and supporting the structural changes needed.

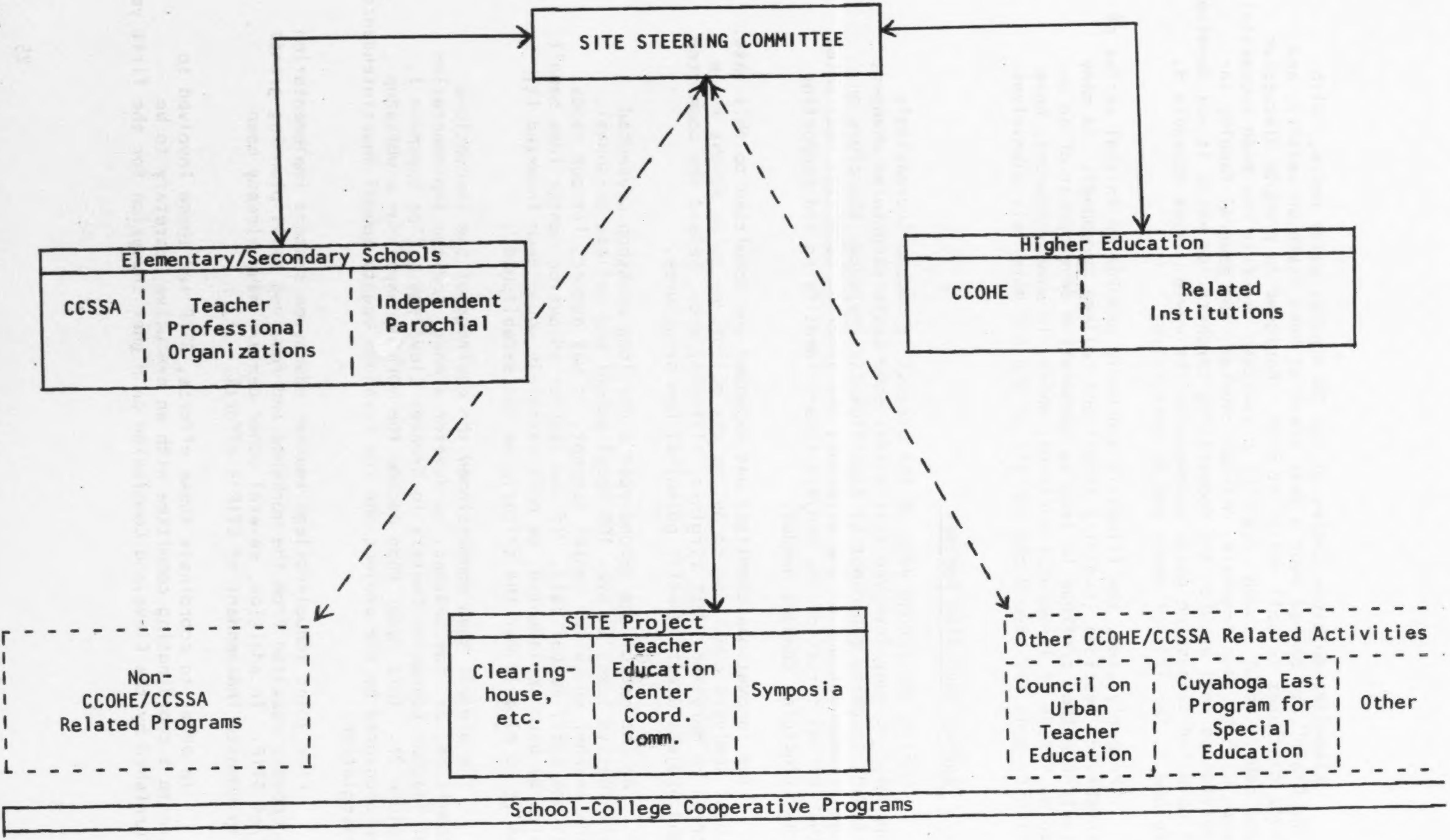
The Innovations Committee was expanded and committed to this task. Local seminars continued to define the objectives to be sought while trips to Maryland, West Virginia, Illinois, etc., helped the committee and project staff identify potential new structures.

At the end of the second year a day-long workshop presented alternative ideas to over 100 local school and college personnel. The teacher education center concept, it was agreed, fit our needs. As one staff member said, "If the teacher education center idea hadn't already been implemented, we most certainly would have invented it, as it so clearly met the criteria we had established."

The project then commissioned the chairman of the Innovations Committee, Dr. Ray LeGrand, to develop a model for the implementation of Teacher Education Centers in Greater Cleveland. (See Appendix I, Volume 3). This model then became the working paper for a workshop co-sponsored by the project and the Cuyahoga County School Superintendents' Association.

Five joint school-college teacher education centers implementation proposals resulted from the workshop and received small planning grants from STIP. In addition, several other centers have already been implemented independent of STIP's efforts.

In order to coordinate these efforts, STIP led those involved to create a coordinating committee with an executive secretary to be furnished by the Cleveland Commission on Higher Education for the first year.


SITE STEERING COMMITTEE
Elementary/Secondary Schools
CCSSA
Teacher Professional Organizations
Independent Parochial
Higher Education
CCOHE
Related Institutions
Non-CCOHE/CCSSA Related Programs
SITE Project
Clearing-house, etc.
Teacher Education Center Coord. Comm.
Symposia
Other CCOHE/CCSSA Related Activities
Council on Urban Teacher Education
Cuyahoga East Program for Special Education
Other
School-College Cooperative Programs

Since the center approach institutionalizes joint school-college responsibility for teacher education, in the years ahead it will most likely result in major qualitative changes in both the pre-service and in-service training of teachers.

D. A New Project - SITE

STIP staff always felt that long-range improvement of teacher education must involve in some way all the elements in the community with a part in it, i.e., colleges, schools, students, professional organizations, administrators, etc. Also, as a multitude of cooperative pre-service and in-service programs began to develop, the need for some representative body to coordinate the efforts became apparent.

As a result of a series of meetings led by STIP and the Cleveland Commission staff and involving a variety of area leaders, a plan for a Greater Cleveland Education Professions Council was developed to meet these needs. Unfortunately, funding was not forthcoming.

A further series of planning sessions resulted in a more limited project to Stimulate Innovation in Teacher Education (SITE) in Greater Cleveland. Funded by the Martha Holden Jennings Foundation over the next three years, SITE will build on and expand the work begun by STIP.

Over one hundred persons, combining college education faculty and students with elementary and secondary school personnel, participated in SITE's initial activity, a "retreat" at West Richfield, Ohio. Expanded personal contacts, shared experiences and plans, and a review of major issues in teacher education were outcomes. Dr. Robert F. Peck, Co-Director of the National Research and Development Center on Teacher Education at Austin, Texas, provided the major link for examining new thrusts in teacher education in Greater Cleveland in the light of national trends and research findings.

This conference was the first of a series of events planned by SITE to bring together major action groups vital to improved teacher education.

The chart on page 26 shows some of the relationships already developing between SITE and other projects.

Perhaps most important, SITE provides a vehicle wherein the many cooperative teacher education projects developing in Greater Cleveland can meet to fill gaps, avoid overlaps, and share resources and ideas. There is a real possibility that this outgrowth of STIP may prove to be a prototype for coordinating efforts to improve teacher education in metropolitan areas.

APPENDIX A. Structure of Committees

A-1 Brief History of Student Teaching Committees

A-5 Teacher Education Committee

A-7 Audio-Visual Committee

A-8 Coordinated Assignment of Student Teachers Committee

A-9 Steering Committee

A-9 Innovation and Experimentation Committee

A-10 Evaluation Committee

A-10 In-Service Training and Orientation Committee

A-11 External Relations Committee

A-11 Procedures and Commonality Committee

BRIEF HISTORY OF STUDENT TEACHING COMMITTEES

January 19, 1967	Meeting of the Teacher Education Committee Baldwin-Wallace College
March 9, 1967	Meeting of the Teacher Education Committee Western Reserve University
May 4, 1967	Meeting of the Teacher Education Committee Notre Dame College
June 29, 1967	Meeting of the Teacher Education Committee Cleveland Board of Education Building
September 28, 1967	Meeting of the Teacher Education Committee Saint John College of Cleveland
October 19, 1967	Meeting of the Teacher Education Committee John Carroll University
November 9, 1967	Meeting of the Handbook Committee Case Western Reserve University
November 30, 1967	Meeting of the Teacher Education Committee Cleveland State University
December 14, 1967	Meeting of Coordinated Assignment of Student Teachers Committee The Mark Restaurant
January 18, 1968	Meeting of the Teacher Education Committee Ohio University Center
February 9, 1968	Meeting of Coordinated Assignment of Student Teachers Committee The Mark Restaurant
February 22, 1968	Meeting of the Teacher Education Committee Saint John College of Cleveland
March 13, 1968	Meeting of Steering Committee Cleveland Commission on Higher Education
March 21, 1968	Meeting of the Teacher Education Committee Cleveland Board of Education
March 29, 1968	Meeting of Coordinated Assignment of Student Teachers Committee
April 10, 1968	Meeting of Audio-Visual Committee Saint John College of Cleveland
April 17, 1968	Meeting of the Handbook Committee Case Western Reserve University

April 18, 1968	Meeting of the Teacher Education Committee Cleveland Board of Education
May 1, 1968	Meeting of the Audio-Visual Committee Saint John College of Cleveland
May 1, 1968	Meeting of the Steering Committee Saint John College of Cleveland
May 10, 1968	Meeting of Coordinated Assignment of Student Teachers Committee The Mark Restaurant - Burke Lakefront Airport
June 5, 1968	Meeting of Audio-Visual Committee Saint John College of Cleveland
June 5, 1968	Meeting of the Steering Committee Round Table Restaurant
June 13, 1968	Memorandum sent to Audio-Visual Committee members from Arnold H. Berger postponing the development of the audio-visual handbook until the Handbook Committee makes some changes.
July 11, 1968	Meeting of Audio-Visual Committee Saint John College of Cleveland
July 23, 1968	Meeting of Audio-Visual Committee Saint John College of Cleveland
September 18, 1968	Meeting of Audio-Visual Committee Saint John College of Cleveland
September 18, 1968	Meeting of the Steering Committee Saint John College of Cleveland
October 3, 1968	Meeting of Coordinated Assignment of Student Teachers Committee The Mark Restaurant - Burke Lakefront Airport
October 25, 1968	Meeting of the Steering Committee Cleveland Commission on Higher Education
November 15, 1968	Meeting of the Steering Committee Cleveland Commission on Higher Education
December 17, 1968	Meeting of the Steering Committee Cleveland Board of Education
January 20, 1969	Meeting of External Relations Committee Cuyahoga County School Superintendents' Association
January 23, 1969	Meeting of the Commonality and Procedures Committee Cleveland Commission on Higher Education

January 29, 1969	Meeting of Evaluation Committee Cleveland Commission on Higher Education
January 30, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
January 31, 1969	Meeting of the Steering Committee Cleveland Board of Education
February 10, 1969	Meeting of External Relations Committee Cleveland Commission on Higher Education
February 13, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
February 21, 1969	Meeting of the Steering Committee Cleveland Commission on Higher Education
February 25, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
March 17, 1969	Meeting of the Steering Committee Cleveland Commission on Higher Education
March 18, 1969	Meeting of External Relations Committee Cleveland Commission on Higher Education
March 25, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
March 26, 1969	Meeting of the Commonality and Procedures Committee Cleveland Commission on Higher Education
March 26, 1969	Meeting of External Relations Committee Cleveland Commission on Higher Education
April 10, 1969	Meeting of In-Service Training and Orientation Committee Cleveland Commission on Higher Education
April 11, 1969	Meeting of Evaluation Committee Cleveland Commission on Higher Education
April 14, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
April 23, 1969	Meeting of External Relations Committee Cleveland Commission on Higher Education
April 24, 1969	Meeting of the Commonality and Procedures Committee Cleveland Commission on Higher Education
April 25, 1969	Meeting of the Steering Committee Cleveland Commission on Higher Education
May 15, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education

May 20, 1969	Meeting of In-Service Training and Orientation Commi Cleveland Commission on Higher Education
May 23, 1969	Meeting of the External Relations Committee Cleveland Commission on Higher Education
May 23, 1969	Meeting of Steering Committee Cleveland Commission on Higher Education
May 26, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
September 11, 1969	Meeting of In-Service Training and Orientation Commi Cleveland Commission on Higher Education
September 26, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
November 19, 1969	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
November 21, 1969	Meeting of Teacher Education Committee Cleveland Commission on Higher Education
January 30, 1970	Meeting of Teacher Education Committee Cleveland Commission on Higher Education
March 16, 1970	Meeting of Innovation and Experimentation Committee Cleveland Commission on Higher Education
March 20, 1970	Meeting of Teacher Education Committee Cleveland Commission on Higher Education
April 10, 1970	All-day Meeting on Teacher Education Centers John Carroll University Sponsored by Innovations Committee
May 8, 1970	Follow-up Meeting on Teacher Education Centers Saint John College of Cleveland

TEACHER EDUCATION COMMITTEE

Miss Helen Palmer
    Allegheny College

Mr. James McConnell
    Allegheny College

Dr. Donald B. Swegan
    Baldwin-Wallace College

Paul W. Avers
    Bowling Green State University

Robert Hohman
    Bowling Green State University

Dr. Lorene Ort
    Bowling Green State University

Dr. Arch Phillips
    Bowling Green State University

Dr. Elsie M. Nicholson
    Case-Western Reserve University

Janet M. Fisher
    Case-Western Reserve University

Evan B. Lloyd
    Cleveland Commission on Higher Education

Arnold Berger
    Cleveland Commission on Higher Education

Robert McNaughton
    Cleveland State University

Oswald J. Roders
    Cleveland State University

Sam Wiggins
    Cleveland State University

Dr. Del Weber
    Cleveland State University

Alan Shankland
    Cuyahoga County Superintendents' Association

Marion Blue
    Hiram College

Teacher Education Committee (Cont.)

F. T. Huck
    John Carroll University

Ray LeGrand
    John Carroll University

John Morford
    John Carroll University

Dr. Robert Pfeiffer
    Kent State University

Dr. Arch Phillips
    Kent State University

Dr. Robert Goble
    Miami University

Sister Mary Priscilla, S.N.D.
    Notre Dame College

Miss Florence Prenkshot
    Notre Dame College

Sister Mary Jessica
    Notre Dame College

Dr. Roy Laramee
    Ohio State University

William D. Graham
    Ohio University

Mr. Edward Podskalan
    Saint John College of Cleveland

Sister Francis Borgia, C.S.J.
    Saint John College of Cleveland

Louise Bartak
    Saint John College of Cleveland

Sister M. Josetta, C.S.J.
    Saint John College of Cleveland

Sister Maureen, O.S.U.
    Ursuline College

AUDIO-VISUAL COMMITTEE

Sister M. Josetta, C.S.J. (Chairman)
Saint John College of Cleveland

Mr. Willard Blum
South Euclid-Lyndhurst City School District

Mr. George T. Cody
Carl F. Shuler Jr. High School

Miss Carolyn Ezzo
Franklin Elementary School

Mr. Robert Hohman
Bowling Green State University

Dr. Robert Koepper
Cleveland State University

Dr. Raymond LeGrand
John Carroll University

Sister Mariella, C.S.J.
St. Clement Elementary School

Dr. Robert McNaughton
Cleveland State University

Mr. Michael Nicoletti
Brecksville High School

Dr. Arch Phillips
Kent State University

Sister M. Priscilla, S.N.D.
Notre Dame College

Mrs. Irene Ross
Indian Hills Elementary School

Mrs. Margaret Saylor
Parma City School District

Dr. Donald Winchell
Cleveland Heights-University Heights City School District

COORDINATED ASSIGNMENT OF STUDENT TEACHERS COMMITTEE

Arnold Berger
    Cleveland Commission on Higher Education

Marion Blue
    Hiram College

Glenn Booth
    Mayfield City School District

Dr. William Graham
    Ohio University

Mr. Ronald Handy
    Cleveland Board of Education

Mr. Dean Kelly
    Berea Board of Education

Father John Leahy
    Catholic Board of Education

Mr. Jack Mallan
    Cleveland Heights-University Heights Board of Education

Dr. John Morford
    John Carroll University

Mr. Robert Morris
    Shaker Heights Board of Education

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    Kent State University

Arch Phillips
    Kent State University

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    Cuyahoga County School Superintendents' Association

Sister Mary Stanilaus
    Catholic Board of Education

Mr. Larry Stevenson
    South Euclid Lyndhurst Board of Education

Dr. Donald Swegan
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Cleveland Commission on Higher Education

Dr. Louis N. Theodosion
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Sister Alice Clare, O.S.U.
Ursuline College

Dr. Patrick Cosiano
Ohio University

Dr. Louis N. Theodosion
Cleveland Commission on Higher Education

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST

ALABAMA

Colleges and Universities			
Student Teaching Director	1		
Education Department Members	2		
Others	3		
		6	
Miscellaneous	1		
		1	
Total			7

ALASKA

Colleges and Universities			
Education Department Member	1		
Other	1		
Total			2

ARKANSAS

Colleges and Universities			
Education Department Member	1		
Total			1

CALIFORNIA

Colleges and Universities			
Education Department Members	6		
Student Teaching Director	1		
Others	3		
		10	
Miscellaneous	1		
		1	
Total			11

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

COLORADO

Miscellaneous	2	2	
Government	2	2	
Agency	1	1	
Colleges and Universities			
Education Department Member	1		
Other	1	2	
Total			7

CONNECTICUT

Colleges and Universities		
Education Department Members	3	
Others	2	
Total		5

DELAWARE

Colleges and Universities		
Education Department Members	2	
Total		2

FLORIDA

Colleges and Universities		
Education Department Members	4	
Student Teaching Directors	2	
Others	1	
Total		7

APPENDIX B. STIP Newsletter Information

B-1 Analysis of STIP Newsletter Mailing List

Copies of STIP Newsletters (10 issues)

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT
NEWSLETTER MAILING LIST (CONTINUED)

GEORGIA			
Miscellaneous	1	1	
Colleges and Universities			
Education Department Members	4		
Student Teaching Directors	2		
Other	4	10	
Total			11
HAWAII			
Colleges and Universities			
Education Department Members	1		
Student Teaching Director	1	2	
School District Administrative Offices			
Superintendent	1	1	
Total			3
IDAHO			
Miscellaneous	1	1	
Colleges and Universities			
Education Department Member	1	1	
Total			2

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT
NEWSLETTER MAILING LIST (CONTINUED)

ILLINOIS

Government	2		
		2	
Elementary Schools			
Teacher	1		
		1	
Miscellaneous	3		
		3	
Colleges and Universities			
Education Department Members	13		
Student Teaching Directors	7		
Other	10		
		30	
Total			36

INDIANA

Colleges and Universities			
Education Department Members	1		
Other	4		
		5	
Miscellaneous	2		
		2	
School District Administrative Offices			
Other Administrators	1		
		1	
Secondary Schools			
Teacher	1		
Principals	9		
		10	
Corporation	1		
		1	
Total			19

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

IOWA

Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	1		
Other	1		
		4	
Miscellaneous	4		
		4	
Elementary Schools			
Teacher	1		
		1	
Secondary Schools			
Teachers	2		
		2	
Total			11

KANSAS

Colleges and Universities			
Education Department Members	2		
Other	2		
		4	
Miscellaneous	2		
		2	
Total			6

KENTUCKY

Colleges and Universities			
Education Department Members	2		
Student Teaching Director	1		
Others	4		
Total			7

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

LOUISIANA

Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	1		
		3	
Miscellaneous	2		
		2	
Total			5

MAINE

Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	2		
Others	2		
Total			6

MARYLAND

Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	2		
Others	4		
		8	
School District Administrative Offices			
Other Administrators	1		
		1	
Miscellaneous	1		
		1	
Agency	1		
		1	
Elementary Schools			
Teacher	1		
		1	
Total			12

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT
NEWSLETTER MAILING LIST (CONTINUED)

MASSACHUSETTS

Colleges and Universities			
Education Department Members	2		
Student Teaching Director	1		
Other	1		
		4	
Miscellaneous	1		
		1	
Total			5

MICHIGAN

Colleges and Universities			
Education Department Members	4		
Student Teaching Directors	6		
Others	6		
		16	
Miscellaneous	7		
		7	
Total			23

MINNESOTA

Colleges and Universities			
Education Department Members	3		
Student Teaching Directors	2		
Others	3		
		8	
School District Administrative Offices			
Other Administrators	1		
		1	
			9

MISSISSIPPI

Colleges and Universities			
Education Department Member	1		
Student Teaching Director	1		
Total			2

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

MISSOURI

Colleges and Universities			
Teacher Education Members	1		
Student Teaching Directors	6		
Others	7	14	
Miscellaneous	4	4	
Agency	2	2	
Government	1	1	
Elementary Schools			
Administrators	1	1	
Total			22

MONTANA

Colleges and Universities			
Education Department Members	2	2	
Miscellaneous	1	1	
Total			3

NEBRASKA

Elementary Education			
Principal	1	1	
Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	1	3	4

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

NEVADA

School District Administrative Offices			
Superintendent	1		
Total			1

NEW HAMPSHIRE

Miscellaneous	1		
		1	
Government	2		
		2	
Colleges and Universities			
Student Teaching Directors	1		
		1	
Total			4

NEW JERSEY

Colleges and Universities			
Education Department Members	2		
Student Teaching Directors	1		
Others	4		
		7	
Elementary Education			
Teacher	1		
		1	
Total			8

NEW MEXICO

Colleges and Universities			
Education Department Members	1		
Student Teacher Director	1		
		2	
School District Administrative Offices			
Superintendent	1		
		1	
Total			3

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

NEW YORK

Colleges and Universities			
Education Department Members	8		
Student Teaching Directors	5		
Other	11		
		24	
Agency	3		
		3	
Secondary Schools			
Teachers	2		
Principals	1		
Administrators	1		
		4	
Elementary Schools			
Principals	1		
		1	
Total			32

NORTH CAROLINA

Colleges and Universities			
Education Department Members	3		
Student Teaching Directors	1		
Total			4

NORTH DAKOTA

Colleges and Universities			
Education Department Chairman	2		
			2

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT
NEWSLETTER MAILING LIST (CONTINUED)

OHIO

Agencies	31	31	
Government	5	5	
Corporations	23	23	
Foundations	6	6	
Miscellaneous	85	85	
Colleges and Universities			
Presidents	16		
Directors of Student Teaching	9		
Education Department Members	93		
Others	34	152	
Secondary Schools			
Principals	277		
Teachers	5		
Administrators	1	283	
Elementary Schools			
Principals	521		
Teachers	3		
Administrators	6	530	
School District Administrative Offices			
Superintendents	48		
Other Administrators	31	79	
Total			1,194

OKLAHOMA

Colleges and Universities		
Student Teaching Directors	1	
Others	3	
Total		4

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

OREGON

Colleges and Universities			
Education Department Members	4		
Student Teaching Directors	2		
Others	2		
Total			8

PENNSYLVANIA

Colleges and Universities			
Education Department Members	15		
President	1		
Student Teaching Directors	7		
Others	5		
		28	
Miscellaneous	2		
		2	
Elementary Schools			
Teacher	1		
		1	
Total			31

RHODE ISLAND

Colleges and Universities			
Education Department Members	1		
Student Teaching Directors	1		
Total			2

SOUTH CAROLINA

Colleges and Universities			
Education Department Members	3		
Others	4		
Total			7

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

SOUTH DAKOTA

Colleges and Universities			
Education Department Members	5		
Total			5

TENNESSEE

Colleges and Universities			
Education Department Members	5		
Student Teaching Directors	2		
Others	6		
		13	
Miscellaneous	1		
		1	
			14

TEXAS

Colleges and Universities			
Education Department Members	6		
Student Teaching Directors	2		
Others	2		
Total			10

UTAH

Colleges and Universities			
Education Department Members	4		
Total			4

VERMONT

School District Administrative Offices			
Superintendent	1		
Total			1

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

VIRGINIA

Agency	1		
		1	
Colleges and Universities			
Education Department Members	2		
		2	
Total			3

WASHINGTON

Miscellaneous	1		
		1	
Colleges and Universities			
Education Department Members	1		
Student Teaching Directors	1		
Others	1		
		3	
Total			4

WASHINGTON, D.C.

Agency	4		
		4	
Colleges and Universities			
Education Department Member	1		
Student Teaching Directors	1		
		2	
Total			6

WEST VIRGINIA

Colleges and Universities			
Student Teaching Directors	1		
Education Department Members	3		
Total			4

ANALYSIS OF STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER MAILING LIST (CONTINUED)

WISCONSIN			
Colleges and Universities			
Education Department Members	10		
Student Teaching Directors	1		
Other	10		
		21	
Miscellaneous	1		
		1	
Total			22
WYOMING			
Colleges and Universities			
Education Department Members	2		
			2
FOREIGN			
Colleges and Universities			
Education Department Members	2		
		2	
Secondary Education			
Teachers	2		
		2	
Total			4

TOTAL ON MAILING LIST———————————————— 1,607

GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission on Higher Education

DONALD B. SWEGAN
Executive Director

LOUIS N. THEODOSION
Associate Director

JANUARY 1969

ISSUE #1

PROJECT DIRECTOR

John Morford

COMMITTEES AND CHAIRMEN

Commonality and Procedures
Robert Morris
Shaker Heights Schools

Evaluation
Ernest Kozma
Baldwin- Wallace College

External Relations
Alan Shankland
Cuyahoga County School Superintendents' Assoc.

Innovation and Experimentation
Raymond LeGrand
John Carroll University

In-Service Training and Orientation
Robert Pfeiffer
Kent State University

This project is supported by the cooperating institutions and a grant from the U.S. Office of Education.

****Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.***

THE PROJECT - PAST 1967-1968

Since its inception in 1967 the Greater Cleveland Student Teaching Improvement Project, under the direction of Dr. Donald Swegan, has evolved into the most comprehensive effort of its kind in the nation. Funds have been provided by the U.S. Office of Education.

The specific results to date include:

1. Publication of a common student teaching handbook currently in use throughout Cuyahoga County. (See page 3).
2. A slide-tape presentation to use with the new handbook. (See page 3).
3. A comprehensive research report: "Analysis of Student Teaching, Metropolitan Cleveland, Ohio, 1967-1968". (See page 4).
4. "With the Grain," a 25 minute color film for use in orienting

(CONTINUED ON PAGE 2)

Dr. Swegan
Previous Project Director and now Executive Director of the Cleveland Commission on Higher Education.

Dr. Morford
New Project Director and Chairman, Dept. of Education
John Carroll University.

THE PROJECT - PRESENT AND FUTURE 1967-1968

The original goals having been met, as of Fall 1968 the Project has been reorganized into five operating committees as shown at the left. Dr. John Morford has succeeded Dr. Donald Swegan as Project Director. Dr. Swegan will continue to be involved with the project in his new capacity as Executive Director of the Cleveland Commission on Higher Education. Dr. Louis Theodosion has succeeded Dr. Arnold Berger as Project Administrator. Also, as of February the Project's Offices will move to the location shown on the return address section.

(CONTINUED ON PAGE 2)

IMPROVING TEACHER PREPARATION THROUGH COOPERATIVE EFFORTS

PAST - (Continued from Page 1)

cooperating teachers. (See Page 3).

All of these projects have been developed through the joint efforts of those involved.

A total of 37 professionals, including cooperating teachers, college personnel, and school administrators participated directly on the three project committees: The Handbook Committee chaired by Dr. Elsie Nicholson of CWRU; The Audio-Visual Committee led by Sister Josetta of St. John's College; and The Committee on the Coordinated Assignment of Student Teachers, chaired by Dr. John Morford, John Carroll University. In addition to these 37, over 1000 others have contributed in one way or another in the work to date.

PRESENT AND FUTURE - (Continued from Page 1)

All of these changes seem to indicate a new start, a new direction. This is a false impression. In fact, the new structure grows entirely from the first year's projects. From the Audio-Visual and Handbook Committees have come the tools and inspirations for orientation and in-service, while the other new subcommittees have resulted directly from the research and discussions of the CAST Committee, especially from its report on "Ways to Improve Student Teaching." (See Page 3).

As Dr. Morford has put it, "We are now ready to put into effect the research and action proposals that grew from our first year's work. At least we now know some of the right directions to go and questions to ask. In the next two years we intend to move in those directions and ask those questions."

FUTURE NEWSLETTERS

You are invited to submit items for future Newsletters. We are especially interested in spreading ideas (large and small) for the improvement of student teaching, so if you have ideas to share or innovative projects to report on, please do drop us a note about them, care of Dr. Louis Theodosion, Project Administrator.

Newsletters will be published regularly as the project develops. Special editions will be distributed as items of special interest need circulation. While most editions will cover mixed news, occasionally an issue will be devoted to a single topic of outstanding importance to those of us involved in student teaching. Your suggestions on Newsletter topics will be welcomed.

HOW CAN YOU PARTICIPATE

Much has been accomplished during the project's first year. This has been possible only because hundreds of you have given willingly of your time, talent, and resources. We thank you most sincerely!

Just as past accomplishments rest solely on the freely provided support of the professional educators involved in student teaching in the County, so do any hopes for future accomplishments. We therefore urge you to continue to serve wherever you can as members of project committees, sub-committees and special project teams.

Should you want to pursue an individual idea for improvement of student teaching, we offer our support. Seed grants are available, as are certain professional and secretarial services. For further information, contact the relevant committee chairman, or staff of the Commission as shown on Page 1.

COOPERATION - The Key To Improved Student Teaching

A NEW HANDBOOK

"Toward Improved Student Teaching", a handbook designed for better orientation of cooperating teachers and student teachers in the project's schools was developed by the project's Handbook Committee under the leadership of Dr. Elsie Nicholson of CWRU.

The handbooks have been sent to personnel in Ohio schools and colleges, state and federal agencies, professional organizations at the state and national levels, and upon request. 6000 copies were printed originally and 5100 have been distributed to date. Requests for supplementary copies have come from a number of in-state and out-of-state colleges and schools. An additional run of 100 copies is being completed at this time.

A NEW SLIDE-TAPE PRESENTATION

A set of 100 slides with taped narration, designed to accompany or supplement the new handbook will become available in February. It was produced by WVIZ-TV, and was scripted by William Ellis, with Dr. Elsie Nicholson as technical consultant. "Improving orientation is a must," Dr. Nicholson noted, "and we hope this slide-tape set, plus the handbook, will provide a base upon which quality orientation workshops will be developed throughout the County."

The slide-tape set is available on loan from the Commission. Consortium colleges have received copies of the presentation.

"WITH THE GRAIN - A MOVIE

It is anticipated that filming will be completed on "With the Grain", by February 1, 1969. This 20 minute color motion picture is being developed by the project's Audio-Visual Committee, chaired by Sister Josetta of St. John's College.

The film based on William Ellis' script, presents several case studies of student teacher - cooperating teacher interactions. "We have attempted to develop an open ended approach," said Dr. Robert McNaughton of Cleveland State University, who with Mr. George Cody, Cleveland Public Schools, acted as consultants to Station WVIZ-TV, the film's producer. "It should stimulate serious discussion of the cooperating teacher's role when used in orientation and in-service programs", he added.

Dr. Robert Pfeiffer, Kent State University, has developed a discussion guide to accompany the film.

Colleges directly involved in the federally funded consortium each have a copy of the film. Others may obtain a copy from the Commission or through the Kent State University Audio-Visual Center.

"WAYS TO IMPROVE STUDENT TEACHING"

The summary section of the research reported on Page 4 is also available as a separate publication from the Commission. Its 37 specific recommendations for improvement fall into eight major categories. From these recommendations the new project committees (see Page 1) have been developed, with each recommendation for action being the responsibility of one or more committee.

"STUDENT TEACHING IN CUYAHOGA COUNTY 1967-1968"

The most comprehensive study ever made on student teaching in Cuyahoga County was published December 4th. Resulting from a year long project by the CAST (Coordinated Assignment of Student Teachers) Committee, it consists of four parts:

PART I	"A Census of 1967-1968 Student Teaching Activity" by Dr. Arnold H. Berger
PART II	"A Survey of Participating Schools and Colleges" by Dr. John A. Morford
PART III	"A Survey of Outstanding Cooperating Teachers and Their Principals" by Prof. Dorothy Becker
SUMMARY	"Ways to Improve Student Teaching" by Dr. John A. Morford and Dr. Donald B. Swegan

A FEW HIGHLIGHTS

1. In 1967-1968 there were 1631 student teaching assignments in Cuyahoga County.
2. A total of 34 school systems and 14 colleges were involved.
3. All agree that orientation and in-service training of cooperating teachers is essential; yet no one thinks it is being done adequately at present.
4. Over one-third of all student teachers were 'alone', i.e., they were the only assignment from a given college in a building at that time.
5. Fees, stipends, and credits have little relation to the time devoted to student teaching.
6. Practically no evaluation of the student teaching process exists.
7. The choice of cooperating teachers was seen as a key element, but few institutions have a planned, cooperative program for choosing, matching, or training cooperating teachers.
8. All parties involved are willing to cooperate in innovation to improve student teaching.
9. Cooperating teachers see time, additional orientation, and improved communications with college supervisors as their first needs.
10. Most feel the state should provide added financial support for student teaching.

Other findings will be discussed in future Newsletters.

Copies of the complete report are available in a limited number from the Commission.

CLEVELAND COMMISSION ON HIGHER EDUCATION
Greater Cleveland
Student Teaching Improvement Project
1367 East 6th Street
Cleveland, Ohio 44114

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GREATER CLEVELAND
STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission
on Higher Education

DONALD B. SWEGAN
Executive Director

LOUIS N. THEODOSION
Associate Director

APRIL 1969 ISSUE #2

PROJECT DIRECTOR

John Morford

COMMITTEES AND CHAIRMEN

Commonality and Procedures
Robert Morris
Shaker Heights Schools

Evaluation
Ernest Kozma
Baldwin- Wallace College

External Relations
Alan Shankland
Cuyahoga County School Superintendents' Assoc.

Innovation and Experimentation
Raymond LeGrand
John Carroll University

In-Service Training and Orientation
Robert Pfeiffer
Kent State University

This project is supported by the co-operating institutions and a grant from the U.S. Office of Education.

. . .

**Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.*

CONFERENCE ON INNOVATION PLANNED

A conference on "Innovation and the Student Teaching Experience" will be sponsored by the STIP Innovations Committee April 28, 1969, at Baldwin-Wallace College hosted by the B-W Department of Education. Major sessions to be presented to 100 college and school personnel will include: a clearinghouse concept for student teaching; innovative research action; verbal and non-verbal interaction analysis; co-teaching team approach; and commonality practices for more effective clinical experiences.

Dr. Raymond LeGrand, committee chairman, stated that, "a major effort will be made to assure that this is an action-oriented conference. As early as next Fall we would hope to see several of these new approaches in practice here."

Members of the committee are:

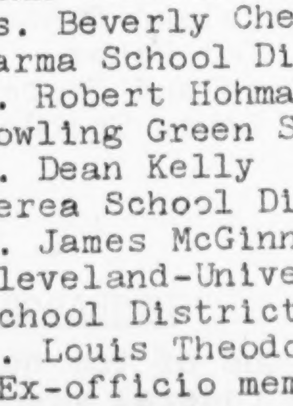
Dr. Raymond LeGrand, Chairman
John Carroll University
Mrs. Beverly Cheselka
Parma School District
Mr. Robert Hohman
Bowling Green State University
Dr. Dean Kelly
Berea School District
Mr. James McGinnis
Cleveland-University Heights School District
Dr. Louis Theodosion
(Ex-officio member of all committees)

DR. LeGRAND

EVALUATION COMMITTEE SETS GOALS

The Evaluation Committee has developed a questionnaire to evaluate the STIP handbook, "Toward Improved Student Teaching." Before a complete survey of student teachers, cooperating teachers and college supervisors in the participating institutions is made, a trial run will be attempted at Baldwin-Wallace College and John Carroll University.

(Continued on Page 2)


DR. KOZMA

IMPROVING TEACHER PREPARATION THROUGH COOPERATIVE EFFORTS

EVALUATION COMMITTEE - (Continued from Page 1)

Upon return of the questionnaires, procedures relating to tabulation and analysis will be modified before sampling all other institutions.

Members of the committee are:

Dr. Ernest Kozma, Chairman
Baldwin-Wallace College
Dr. Francis Huck
John Carroll University
Mr. Arthur Knape
Lakewood School District
Dr. Robert Koepper
Cleveland State University
Mr. Larry Stevenson
S. Euclid-Lyndhurst School District
Dr. Louis Theodosion

COMMONALITY IN STUDENT TEACHING?

The Procedures and Commonality Committee has discussed several ventures that might assist in improving the student teaching experience. One very important concern has dealt with the problem of establishing common starting dates.

Recommendations are being compiled to give both schools and colleges ample time to give meaningful assignments for requests to place student teachers.

Chairing this committee is Mr. Robert Morris of Shaker Heights School District. Other members are:

Sister Alice Clare, O.S.U.
Ursuline College for Women
Mr. Kenneth Caldwell
Shaker Heights School District
Dr. Patrick Cosiano
Ohio University
Dr. Willard Lewis
Parma School District

TO PARENTS: STUDENT TEACHING AND YOUR CHILD

A brochure is being developed to assist in promoting a better image for student teaching to the parents in the Greater Cleveland area.

The External Relations Committee has considered this as one of several ways of increasing interest in the area of student teaching.

Long range plans are being developed concerning legislation that will improve the state's role in supporting student teaching programs.

Full length project reports have been sent to several major associations, both state and national, and it is hoped that these will appear in their monthly publications.

Members of the committee are:

Mr. Alan Shankland, Chairman
Cuyahoga County School Superintendent's Association
Dr. Elsie Nicholson
Case Western Reserve University
Mr. Darian Smith
Cleveland School District
Dr. Del Weber
Cleveland State University
Dr. Louis Theodosion

RESEARCH PROJECTS

One of the central purposes of the federal grant under which the project functions is to promote research competencies among faculties of the member institutions. Recently the Steering Committee allocated $12,000 to five projects. Details of funded research will be discussed in future Newsletters.

Dr. John A. Morford, Project Director, pointed out two limitations to our funding which resulted in denial of funds for eight other proposals, "First, we can support only

(Continued on Page 3)

RESEARCH - (Continued from Page 2)

projects that are basically research oriented. Unfortunately, a number of worthwhile proposals requested financing of developmental, not research, projects. Second, while the overall STIP involves many schools and colleges, the research fund aspect is limited to faculty of those colleges who are legally joint recipients of the federal funds."

During the third year of the STIP additional research support funds will be available. Interested parties should contact Dr. Theodosion.

VISITATION TRIP TO M-STEP

On March 13 STIP sponsored a visit to the University of Maryland's award-winning Teacher Education Center in Montgomery County, Maryland. Visiting the Center, which received the top award from A.A.C.T.E. in 1968 were:

Mrs. Beveraly Cheselka
Mr. Robert Hohman
Dr. Dean Kelly
Dr. Ernest Kozma
Dr. Raymond LeGrand
Dr. Elsie Nicholson
Dr. Robert Pfeiffer
Dr. Louis Theodosion

Dr. Herman Behling of the Maryland State Department of Education met the group and acted as host for the day. Schools visited included the Demonstration and Teacher Education Center at Kemp Mill School and the University of Maryland.

It is hoped that the insights gained by this visitation will provide dialogue for local application to the student teaching programs.

IN-SERVICE TRAINING AND ORIENTATION COMMITTEE

This committee is in the process of developing a guide to accompany the film "With The Grain" which will be used for orientation of cooperating teachers.

Of particular interest to the committee are joint orientation programs for cooperating teachers. A close look at general practices in the Greater Cleveland area indicates the feasibility of such a venture. The possibility of using educational TV as a tool for orienting cooperating teachers is also being studied by the committee.

Members of the committee are:

Dr. Robert Pfeiffer, Chairman
Kent State University
Mr. Glen Booth
Mayfield School District
Mr. Ronald Handy
Cleveland School District
Sister Mary Josetta, C.S.J.
Saint John College of Cleveland
Sister Mary Priscilla, S.N.D.
Notre Dame College
Dr. Louis Theodosion

INNOVATIONS CORNER

Two innovative ideas YOU might try:

1. A simple, but essential first step: Use either "With The Grain" or "Master Teacher At Work" or both to orient every new cooperating teacher. Why not do it in groups jointly with other schools and colleges?

2. A more complex, but extremely promising idea: Establish on-going student teaching centers where teachers, administrators and college personnel can establish the necessary long term professional relationships needed to really improve teacher education.

STIP MATERIALS AVAILABLE NOW

Materials developed over the past year and half are being made available as follows:

"WITH THE GRAIN," a 30 minute, color, 16 mm motion picture, with discussion guide for use in orientation of cooperating teachers. The film will be available in the very near future through Dr. John Mitchell, Director of Audio-Visual Services, Kent State University, Kent, Ohio 44240. A special announcement will be made when it is ready for distribution. The only charges are for mailing costs.

"MASTER TEACHER AT WORK," an 18 minute, color filmstrip-tape presentation for orientation of cooperating teachers. This presentation is available now with script and discussion guide from the Kent State University Audio-Visual Services. The only charges are for mailing costs.

"TOWARD IMPROVED STUDENT TEACHING," a student teaching handbook cooperatively developed and used by 14 colleges and 34 school systems in Greater Cleveland. Up to two copies are available free from the Project Office. Additional (three or more) copies are 40¢ each.

"ANALYSIS OF STUDENT TEACHING, METROPOLITAN CLEVELAND, OHIO, 1967-1968," a detailed study of student teaching in 14 colleges and universities placing student teachers in 34 Greater Cleveland school districts. The report is available at cost (40¢ each) from the Project Office.

"WAYS TO IMPROVE STUDENT TEACHING," a summary of recommendations resulting from a year long study of student teaching in Greater Cleveland. A limited number are available free from the Project Office.

"STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER," is published at regular intervals without charge. Interested parties may be placed on the mailing list by contacting the Project Office.

CLEVELAND COMMISSION ON HIGHER EDUCATION
Greater Cleveland
Student Teaching Improvement Project
1367 East Sixth Street
Cleveland, Ohio 44114

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GREATER CLEVELAND
STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission on Higher Education

DONALD B. SWEGAN
Executive Director

LOUIS N. THEODOSION
Associate Director

SPECIAL EDITION ISSUE #3

PROJECT DIRECTOR

John Morford

COMMITTEES AND CHAIRMEN

Commonality and Procedures
Robert Morris
Shaker Heights Schools

Evaluation
Ernest Kozma
Baldwin- Wallace College

External Relations
Alan Shankland
Cuyahoga County School Superintendents' Assoc.

Innovation and Experimentation
Raymond LeGrand
John Carroll University

In-Service Training and Orientation
Robert Pfeiffer
Kent State University

This project is supported by the co-operating institutions and a grant from the U.S. Office of Education.

. . .

****Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.***

INNOVATION CONFERENCE REPORT

Dr. James Collins, Coordinator of Laboratory Experiences at the University of Maryland's award-winning student teaching center project, keynoted the conference on "Innovations in Student Teaching." Approximately 70 persons from 11 colleges and 25 school systems attended the conference which was hosted by the Baldwin-Wallace College Department of Education on Monday, April 28, 1969. The conference sponsored by the *GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT*, was chaired by Dr. Raymond A. LeGrand of John Carroll University.

In addition to Dr. LeGrand, area educators involved in planning and hosting the conference included: Dr. John A. Morford of John Carroll University, Project Director; Dr. Donald B. Swegan and Dr. Louis N. Theodosion of the Cleveland Commission on Higher Education; Dr. Ernest J. Kozma of Baldwin-Wallace College; Mrs. Beverly Cheselka, Parma Schools; Robert J. Hohman, Bowling Green State University; Dr. Dean Kelly, Berea Schools; and James P. McGinnis of the Cleveland-University Heights Schools.

A summary of each of the sessions of the conference is included in this Newsletter.

TEACHER EDUCATION CENTERS URGED

In his keynote address at the Innovations Conference Dr. James Collins of the University of Maryland urged colleges and school systems to broaden their image of teacher education. *"We must destroy the thought barriers separating pre-service and in-service teacher education, as well as those preventing cooperation between schools and colleges in both,"* he emphasized, adding that *"teacher education centers are one proven way to accomplish this."*

*THE TEACHER EDUCATION CENTER** concept developed at the University of Maryland is a pioneering effort. *A TEACHER EDUCATION CENTER* is a cluster of elementary and secondary schools designated for pre-service and in-service experiences. It provides for a program which articulates and

(Continued on Page 2)

IMPROVING TEACHER PREPARATION THROUGH COOPERATIVE EFFORTS

CENTERS - (Continued from Page 1)

integrates theory and practice and unifies pre-service and in-service components in such a way that the novice and experienced teacher are continuous students of teaching and supervision. Coordinating this program is a joint appointee of the university and public school. He is responsible for bringing together personnel from both institutions to effect a continuous and unified teacher education program.

In conclusion, Dr. Collins complimented the local efforts of *STIP* and urged that conference participants take the lead in making the *TEACHER EDUCATION CENTER* concept a reality in Greater Cleveland.*

COMMONALITIES

The commonalities discussion groups, chaired by Robert J. Hohman of Bowling Green State University, centered their interaction on three areas: (1) the beginning and termination of experiences, (2) the assignment process and, (3) the results of a recent questionnaire concerning a common starting date for student teaching. It may not be possible to agree upon a common date due to the number of different durations of experiences of the 14 colleges and universities placing students in Cuyahoga County. The suggestion of the public schools and the universities inviting the student teachers might help us to achieve our purpose of beginning with the school district calendars.

Early requests for assignments have several advantages for both public schools and universities. *May 1st was the suggested contact time for fall and winter quarter assignments and November 1st for spring quarter.* The public school will be able to get the total request at an early date to enable them to make the best use of available cooperating teachers. The amount of contact time and paper work involved by both institutions should be lessened.

Mr. Robert Morris, chairman of the Commonalities and Procedures committee, was present to discuss the recent returns of a questionnaire regarding the possibility of common dates to request student teaching assignments, a common starting date for student teachers, and if it is possible for the school system to receive all requests by May 1st. A follow-up questionnaire was distributed and collected at the conference to reinforce the findings of the advisability of a common request date for student teaching assignments. These results will be made available in the next Newsletter.

CO-TEACHER EXPERIMENT

Mr. James McGinnis was chairman for a small group presentation of the co-teaching experiment currently in operation at Roxboro Junior High School in conjunction with John Carroll University. Discussing the experiment were: James Gordon, Roxboro principal; Richard Paulson, co-ordinating master teacher with Mr. McGinnis; Walter Maki, critic teacher, and George Stadler, a co-teacher.

A television tape was shown which highlighted the role of a co-teacher (student teacher) at Roxboro. Significant illustrations included the co-teacher working with students in independent study; the working with staff student advisors; attending daily staff meetings; teaching large groups; small groups and one to one situations; and team and staff planning sessions.

In essence, the co-teacher experiment establishes a student teaching center with a teaching team within a junior high school. *Money usually used to pay college supervisors and cooperating teachers has been pooled and used for in-service training, professional trips, materials, etc.*

---

* 1968 Recipient of the AACTE National Distinguished Award for Excellence in Teacher Education.

RESEARCH AND STUDENT TEACHING

Under the leadership of Dr. Dean Kelly, the research literature relating to student teaching was examined and discussed. There seemed to be little disagreement about the desirability of classroom practice under supervision. Whether such field practice should consist of student teaching or of an internship remained in doubt, with little research related to one approach versus the other. A majority of programs receiving foundation support incorporated paid internship experiences, even though most teachers continued to be prepared in institutions utilizing student teaching.

Much of the research on student teaching aimed at exploring the factors associated with the effectiveness of the student teacher, tended to focus either on the nature and the sequence of professional experiences preceding student teaching, or upon the quality of supervision provided.

Many studies emphasized the importance of both careful selection and training of cooperating teachers. Dr. Kozma of Baldwin-Wallace College has submitted a proposal for a workshop orientation program for *new* critic teachers including a comparative evaluation of the participant's work with student teachers. This workshop is scheduled for the summer of 1969. Other orientation type programs for student teachers or for teacher education students in some phase of their training have been organized and implemented by the Cleveland Public Schools. Through this type of action-research, specific testable hypotheses can be generated for further experimental research.

Studies were discussed to ascertain the feasibility of research designed to determine the effectiveness of the traditional student teaching experience versus a paid internship program or a center type of approach with a cooperating supervisor who would be responsible for both pre-service and in-service education.

Future research must focus on the important and unanswered question concerning the relationship between student teaching behavior and subsequent competence in teaching service.

VERBAL INTERACTION ANALYSIS

The anlaysis of verbal behavior offers to the classroom teacher and the teacher i training an objective approach to the problem of developing strategies designed to improve the quality of both the verbal interchange between student and teacher and the quality of student teaching. This generalization was explored in depth in one of the sub-groups at the Innovations Conference.

During the small group session two objectives were at the heart of the presentation: first, a rationale was presented which explored the research on which Flanders has based his analysis. It was apparent from this research that techniques which aid the student in forming his questions and seeking his own approaches to answering the questions lead best from what might be called an inductive or indirect method. Second, participants were given the opportunity of following a taped presentation on which an analysis has already been recorded.

Flanders, in his analysis system, has the observer record verbal interaction in one of ten categories every three seconds. Each category is distinct and includes such items as using student ideas, accepting student feelings, asking questions, and student talk. After the categorizing is completed, the information is placed in a form which provides an objective basis for making decisions by the teacher as to the appropriateness of his verbal behavior in relation to his objectives.

This approach, together with video-recording and a non verbal analysis of behavior, promises to give new tools to teachers in their work with student teachers. An acceptable degree of realibility requires some 10-15 hours of classroom training.

One of the greatest dangers, it was pointed out, is the oversimplifying of the system. Making superficial judgements which have low correlations with other analysts leads to faulty conclusions and improper diagnosis. Training and experience in the use of the technique can adequately obviate such a danger, however.

MOVIE AND FILM-TAPE SHOWN

" The first general showing of our movie, "*WITH THE GRAIN*," and the filmstrip-tape "*MASTER TEACHER AT WORK*," occurred at the conference. Evaluations indicated that participants felt that the audio-visual materials have great potential for use in the orientation of cooperating teachers.

"*One innovation all of us should implement right away*," said Dr. Morford, "*is to develop worthwhile orientation sessions. These audio-visual materials should help.*"

STIP COMPLETES YEAR TWO

With this newsletter we wind up the second year and move into the last year of the project. Several specific goals have been set for this final phase:

1. *Establish a model for a multi-institutional* TEACHER EDUCATION CENTER.
2. Orient all cooperating teachers using new audio-visual materials.
3. *Conduct a series of conferences on teacher education.*
4. Distribute our "PARENT" brochure.
5. *Improve the "MATCHING" procedure.*
6. Complete research projects.
7. *Develop a "MODEL" statute on student teaching.*
8. Evaluate and revise our student teaching handbook.
9. *Search out and communicate other innovations.*

CLEVELAND COMMISSION ON HIGHER EDUCATION

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GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission
on Higher Education

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Executive Director

LOUIS N. THEODOSION
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SPECIAL EDITION *ISSUE #4*

PROJECT DIRECTOR

John Morford

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Commonality and Procedures
Robert Morris
Shaker Heights Schools

Evaluation
Ernest Kozma
Baldwin- Wallace College

External Relations
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This project is supported by the co-operating institutions and a grant from the U.S. Office of Education.

. . .

**Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.*

SPECIAL ANNOUNCEMENT

STUDENT TEACHING BROCHURE NOW AVAILABLE!

Copies of the enclosed brochure, designed to orient parents and the citizens to the positive aspects of student teaching, are now available in quantity from the *STUDENT TEACHING IMPROVEMENT PROJECT OFFICE* at 2¢ each.

Developed over the past year by the *EXTERNAL RELATIONS COMMITTEE* under the leadership of Alan Shankland, Cuyahoga County School Superintendents' Association, the brochure may be ordered in any quantity by colleges and/or school districts.

In addition to Mr. Shankland the following area educators were involved in developing the brochure:

Mr. Ronald Handy
Cleveland City School District

Dr. Elsie Nicholson
Case Western Reserve University

Mr. Darian Smith
Cleveland City School District

Dr. Del Weber
Cleveland State University

IMPROVING TEACHER PREPARATION THROUGH COOPERATIVE EFFORTS

ORIENTATION FOR COOPERATING TEACHERS ON TV

WHAT? Orientation of area *cooperating teachers* who will be working with student teachers this year (and any other interested teachers).

HOW? WVIZ-TV, Channel 25, will show twice, the 28 minute orientation film *"WITH THE GRAIN"* followed by a brief discussion of it by several area educators.

WHEN? Wednesday, August 27th at 6:30 - 7:00 p.m.

Also week of September 15th (exact date to be announced by WVIZ-TV) at 4:00 - 4:45 p.m. (with panel discussion).

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September 1969 *Issue #5*

PROJECT DIRECTOR

John Morford

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FOLLOW-UP ON 1967-68 STUDENT TEACHERS

Dr. Francis T. Huck, Coordinator of Student Teaching at John Carroll University, recently completed a follow-up of the 1408 student teachers surveyed by the Project's "ANALYSIS OF STUDENT TEACHING METROPOLITAN CLEVELAND, OHIO, 1967-1968". Complete copies of his report are available from the Project Office. His summary follows:

The purpose of the follow-up study was to find out where the 1967-68 student teachers were during the 1968-69 school term; what the factors were that influenced their job decision; and what their reactions were concerning their student teaching experiences. Eight hundred and thirty, or 59%,of the questionnaires were answered. No investigation of non-response bias was made.

CURRENT POSITIONS: A remarkably high percentage of the 1967-68 student teachers were either teaching or intended to teach as soon as circumstances permitted. Six hundred and eighteen, or 76%,of those who answered were in full-time teaching positions. Of the remaining 196 only 19, or 2.7% of the total group, stated that they definitely did not intend to teach. Therefore, 98% of the student teachers who responded were either teaching or intended to teach as soon as possible.

(Continued on Page 2)

IN-SERVICE CONFERENCE PLANNED FOR OCTOBER

On October 3, 1969, a workshop will be held to view and learn how to present and discuss the audio-visual materials developed by the *STIP*. These audio-visuals include the 30 minute film "With The Grain," the newly published discussion guide and the filmstrip tape "Master Teacher At Work".

The meeting will be hosted by Saint John College of Cleveland and will have as its participants public school administrators and supervisors, college supervisors and directors of student teaching.

(Continued on Page 2)

FOLLOW-UP (Continued from Page 1)

While this is one area where non-response bias may give a distorted picture, the results do seem to show that a very large percentage of area student teachers do become teachers. The major reasons for not teaching at the present time were: *marriage, service commitments, and graduate school.*

Of the 618 who were currently teaching, 64% were teaching in the Greater Cleveland area. Since the estimated total of new teachers for 1968-69 was 1662, approximately one-fourth that number came from area student teachers. The breakdown of student teaching assignments of the 618 were: *SUBURBS 397, CLEVELAND 155, and DIOCESAN 66.* A total of 216, or 35% of those currently teaching, were teaching in the same system in which they did their student teaching.

REACTIONS TO STUDENT TEACHING: The analysis of answers on the questions relating to *"BEST" and "WORST"* points of the student teaching experience showed considerable evidence that student teachers had a favorable attitude toward their experiences. The *"BEST"* points were strongly expressed and major factors such as *"cooperating teacher" and "experience of actual teaching"* formed a consistent pattern. Under *"WORST"* points, *98 students listed* NONE. In this category wide variations of answers indicated that there was no consistent pattern. However, seminars, related college classes, detailed lesson plans, not realistic, cooperating teacher and college supervisor were listed frequently enough to warrant Directors of Student Teaching taking a close look at the returns from their students. The appearance of cooperating teachers under both *"BEST" and "WORST"* categories emphasizes the key role of the cooperating teacher in the success or failure of the student teaching experience.

REASONS FOR CHOICE: In terms of similarity between student teaching and teaching environment: 35% were teaching in the same system, 57% were teaching at the same grade level, 77% were teaching the same subject(s) and 57% were teaching at the same socioeconomic level.

The major factor in the selection of a first teaching position was its geographical location. More than half of those who are now teaching listed location as a factor, with reputation of the system second, and salary a poor third. Most students implied that they found their openings through their own efforts; however, about 100 learned of vacancies through their student teaching assignments.

SUMMARY: The pattern that emerges for the 1967-68 Cleveland area student teacher is: *(1)* a remarkably high percentage do either teach immediately or intend to teach in the future, *(2)* 65% do remain in the Cleveland area for at least one year of teaching, *(3)* about 27% of the *total number* are hired by the school system in which they did their student teaching, *(4)* there was considerable evidence to support the opinion that student teachers felt that they had a satisfactory student teaching experience, *and (5)* they are somewhat less likely to leave teaching than figures published on a national scale would indicate.

CONFERENCE PLANNED (Continued from Page 1)

The program will include:

9:00 - 9:30	Registration
9:30 - 11:00	Movie and Filmstrip Discussion and Use
11:00 - 12:00	Conclusion

Members of the *In-Service Training and Orientation Committee* include the following:

Dr. Robert Pfeiffer, Chairman
Kent State University
Miss Adelaide Behrend
Bedford City School District
Mr. Glen Booth
Mayfield City School District
Mr. Ronald Handy
Cleveland City School District
Sister Mary Josetta, C.S.J.
Saint John College of Cleveland
Mr. Philip Lowe
Cleveland Heights-University Heights City School District
Sister Mary Priscilla, S.N.D.
Notre Dame College
Dr. Louis Theodosion
Cleveland Commission on Higher Education

EAM TO VISIT W. VIRGINIA M-STEP PROJECT

The Multi-State Teacher Education Project of Charleston, West Virginia, will be visited by a team of Greater Cleveland educators. This team will include the following individuals:

Mrs. Beverly Cheselka
  Parma City School District
Dr. Edward Fox
  Cuyahoga County Board of Education
Mr. Ronald Handy
  Cleveland City School District
Mr. Robert Hohman
  Bowling Green State University
Dr. Dean Kelly
  Berea City School District
Dr. Raymond LeGrand
Dr. John Morford
  John Carroll University
Dr. Elsie Nicholson
  Case Western Reserve University
Dr. Robert Pfeiffer
  Kent State University

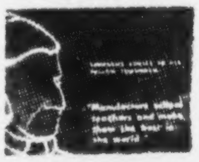
The purpose of the visitation will be to observe five institutions of higher education working with the *Kanawha County Board of Education* in a pilot program for student teaching. This program has attempted to pool all available resources of the County Board of Education and the five institutions of higher education in organizing a program for student teaching which will provide enriched experiences, possible only through such a cooperative venture. The visitation will be made on the 9th and 10th of October.

ADDED SOUNDTRACK FOR FILMSTRIP AVAILABLE SOON

A new sound tape available soon for use with the filmstrip "*Master Teacher At Work*" converts it from an orientation aid for cooperating teachers to an orientation aid for student teachers. The original tape, of course, also remains available.

Developed at the request of users of the original tape, the new version was also written by Bill Ellis with consultation from Drs. Elsie Nicholson, John Morford, and Louis Theodosion.

The filmstrip and both soundtrack tapes will be distributed to member colleges and to the Kent State University Audio-Visual Center from which anyone can obtain them. Several illustrative pictures are shown below:



INNOVATIONS CORNER

AN IDEA FOR COLLEGES:

Redefine the role of your college supervisors. Research indicates the ineffectiveness of the traditional inspections, 5 visit approach. Maybe *training of cooperating teachers should be the college supervisor's prime task*. Colleges should be experimenting with the re-allocation of time, duties, and funds which will make this possible.

AN IDEA FOR SCHOOL DISTRICTS:

Tying in to the idea for colleges you might *insist that every one of your teachers receive a first-class orientation from any college wishing to place a student teacher with her*. Be open to the idea that college supervisors should increasingly be involved in training new teachers.

COMMON ASSIGNMENT DATES

Thirteen school districts and seven colleges and universities have agreed, so far, to voluntarily follow the common dates suggested last spring by the *Commonalities Committee*, chaired by Robert Morris of the Shaker Heights Schools.

Colleges cooperating will make requests for winter quarter or spring semester by December 1st. Districts will confirm the assignments within two weeks, i.e., by December 15th.

For the spring 1970 quarter the request deadline is February 1st and it is May 1st for fall 1970 placements. In both cases cooperating schools will confirm within two weeks of receipt of request. In all cases cooperating schools will not make assignments prior to the request deadline date.

To date cooperating districts include: Beachwood, Berea, Catholic Board of Education, Cleveland, Cuyahoga Heights, Euclid, Mayfield, Parma, Rocky River, South Euclid-Lyndhurst, Strongsville, Warrensville Heights and Westlake.

The following colleges and universities have agreed to cooperate: Bowling Green State University, Cleveland State University, John Carroll University, Kent State University, Notre Dame College, Ohio State University and Ursuline College for Women.

NEWS BRIEFS

Want to explain the importance of student teaching to parents or community? Remember that the small "*parent brochure*" included in the last newsletter is available in quantity from the Project's Office.

A *Discussion Guide* to accompany the movie "*With The Grain*" has been written by Dr. Robert Pfeiffer of Kent State University, and produced by the STIP Office. Copies will accompany the film and are also available separately from the Project's Office.

WVIZ-TV showed the film "*With The Grain*" twice during orientation periods in late August and early September. It will be on TV again in the spring.

Eleven colleges and universities purchased the common handbook "*Toward Improved Student Teaching*" for the 1969-70 school term. Only three institutions decided not to continue its use.

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DECEMBER EDITION *ISSUE #6*

PROJECT DIRECTOR

John Morford

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RESEARCH PROJECTS NEAR COMPLETION

Several of the research and model projects sponsored by STIP are nearing completion. Summaries of progress to date follow:

"A TEACHER EDUCATION CENTER MODEL" - Dr. Raymond A. LeGrand, John Carroll University.

..... The Innovation and Experimentation Committee has been meeting regularly with the purpose of developing a model for the establishment of *teacher education centers*. The principal features of the model are: (1) the structuring of flexibility so that it is applicable to a variety of settings and organizational frameworks, and (2) a wide scope so that any grade levels, one through twelve, may build from the model. The committee is currently looking for interested schools who might want to be in on the *"talking stages"* and be considered for one of the model centers. Interested parties should contact Dr. Raymond LeGrand or Dr. Louis Theodosion.

"A WORKSHOP ORIENTATION PROGRAM FOR NEW COOPERATING TEACHERS - WITH COMPARATIVE EVALUATION" - Dr. Ernest J. Kozma, Baldwin-Wallace College.

..... Thirty-two new cooperating teachers participated in a week long subsidized orientation workshop at Baldwin-Wallace last summer. During the current year their performance as cooperating teachers is being compared to that of a comparable control group of new cooperating teachers who did not participate. Findings will be published in a future STIP Newsletter.

"IMPROVEMENT OF SECONDARY SCHOOL-COLLEGE ARTICULATION IN SCIENCE EDUCATION" - Sister Ann Gertrude, O.S.U., Ursuline College for Women.

..... The purpose of this project is to investigate ways in which colleges can cooperate with secondary schools in the Greater Cleveland area in meeting needs and interests of science students and communicating to the students an understanding of the relevance of science and technology to the important problems of society. Questionnaires have been administered to a representative sampling of secondary school science students and to randomly selected high school science teachers. After the analysis and evaluation of

(Continued on Page 2)

RESEARCH PROJECTS NEAR COMPLETION (Continued from Page 1)

the data, a report will be distributed to administrators and science teachers and suggestions gathered from the questionnaires will be offered for the improvement of science teacher preparation programs.

"THE SIGNIFICANT FACTORS FOR A SUCCESSFUL STUDENT TEACHING ASSIGNMENT" - Mr. Robert J. Hohman, Bowling Green State University.

..... This recently begun research will attempt to isolate personality and attitude factors as they relate to the effectiveness of student teaching *and* to develop techniques to apply the findings in practice. A meeting of possible participating institutions has been set for December 15, 1969.

"A MODERN APPROACH TO CHEMISTRY LABORATORY EXPERIMENTATIONS AT THE UNDERGRADUATE LEVEL" - Dr. James Nuss, Baldwin-Wallace College.

..... A laboratory manual has been developed and is to be used as an intergal part of the lecture material for its advanced course in biochemistry. Another manual is presently being written for the freshman course in chemistry with ramifications for secondary schools. A total of forty different laboratory experiments have been developed of which five will be used for biochemistry and six for general chemistry laboratories.

"A FOLLOW-UP STUDY OF INTERMEDIATE GRADE STUDENT TEACHERS IN CUYAHOGA COUNTY ONE YEAR AFTER THEIR EXPERIENCE" - Sister Thomas Marie Weir, O.S.U., John Carroll University.

..... As a means of assessing the contribution made by cooperating teachers during the student teaching period, questionnaires have been sent to a random sample of *100 intermediate grade level student teachers* who did student teaching in Cuyahoga County in 1967-1968. *Fifty-eight percent* of the questionnaires have been answered and nine of the ten colleges included in the sample are represented in the response. At present the information from the questionnaires is being analyzed and a final report will be available soon.

INNOVATIONS CORNER

AN IDEA FOR COLLEGES:

Establish teacher education centers to replace the traditional *"shotgun"* approach to student teaching placement and cooperating teacher involvement.

AN IDEA FOR SCHOOL DISTRICTS:

Establish teacher education centers to replace the traditional *"shotgun"* approach to student teaching placement and cooperating teacher involvement.

CONFERENCE ON TEACHER EDUCATION CENTERS PLANNED FOR SPRING

Planning is underway for a major spring conference on the joint establishment of *TEACHER EDUCATION CENTERS* in the Cleveland area. Details will be announced in later Newsletters.

ORIENTATION CONFERENCE A SUCCESS

Over sixty educators, including school administrators, supervisors and college student teaching personnel, took part in the *October 3rd In-Service Conference* hosted at Saint John College. The nineteen school districts and ten colleges represented met to view and discuss the film, *"WITH THE GRAIN"* and the filmstrip, *"MASTER TEACHER AT WORK"*.

Discussion leaders included Mr. Glen Booth, Mayfield City School District, and Mr. Ronald Handy, Cleveland City Schools. Summary sessions were led by Mr. A.L. Nespeca, Olmsted Falls School District, and Dr. Patrick Cosiano, Ohio University.

A special thanks for the success of the conference goes to the *IN-SERVICE TRAINING AND ORIENTATION COMMITTEE* chaired by Dr. Robert Pfeiffer and to our hostess Sister Mary Josetta, C.S.J.

NEWS OF STIP AUDIO-VISUAL AIDS AND MATERIALS

The film *"WITH THE GRAIN"* will be presented again by WVIZ-TV in the latter part of February, 1970. (A firm date and time will be given in the next issue). A panel discussion will follow the showing and will include:

Panel Moderator:	Dr. Robert Pfeiffer Kent State University
Panel Members:	Mrs. Beverly Cheselka Parma School District Dr. Patrick F. Cosiano Ohio University Mr. Ronald W. Handy Cleveland City Schools

The filmstrip *"MASTER TEACHER AT WORK"* which has been used only for orientation of cooperating teachers now has another tape for use in orientation of student teachers. It is available from the same source as the original.

Response to the rental of audio-visual aids has been excellent. Institutions from *44 states and Canada* have requested viewing dates from Kent State University Audio-Visual Center.

INTEREST SPARKED AT WEST VIRGINIA CENTER

Seven area educators who spent October 9th and 10th visiting *KANAWHA COUNTY STUDENT TEACHING CENTER IN WEST VIRGINIA* were impressed with the important advances observed. Our hostess, Mrs. Kathryn Maddox, coordinates the student teachers in the Charleston area from six colleges. Students are assigned to and through the Center rather than to individual schools.

A key to the Center's success is the new role college personnel perform. Mrs. Maddox coordinates a series of cooperative in-service programs for cooperating teachers as well as student teachers. The key role of the college in upgrading performance of cooperating teachers has clearly been recognized.

Among other important factors are the highly innovative and cooperative attitude of the Kanawha County Schools and the vital leadership provided from the state by the State Department of Education.

Cleveland area educators making the trip were:

Dr. Edward Fox	Cuyahoga County Board of Education
Mr. Ronald W. Handy	Cleveland City School District
Mr. Robert J. Hohman	Bowling Green State University
Dr. Raymond A. LeGrand	John Carroll University
Dr. John A. Morford	Student Teaching Improvement Project
Dr. Robert Pfeiffer	Kent State University
Dr. Louis N. Theodosion	Cleveland Commission on Higher Education

NEWS BRIEFS

A presentation of *STIP, past and future*, plus a showing of the audio-visual materials highlighted the Fall O.A.S.T. Meeting. Bob Pfeiffer, Don Swegan, and John Morford made the presentations.

PROJECT HISTORY PUBLISHED --- *A brief summary of the* STUDENT TEACHING IMPROVEMENT PROJECT'S *development, projects, and plans may be obtained from the Project Office.*

On November 21, 1969 the TEACHER EDUCATION COMMITTEE of the Cleveland Commission on Higher Education met to review the progress of the STIP and to consider future plans. Deans and chairmen of Cleveland area educational programs were involved.

THE *November 1969,* OHIO SCHOOL BOARDS JOURNAL *contains a report on* STIP *co-authored by Drs. Theodosion and Morford.*

STIP MATERIALS STILL AVAILABLE

"ENRICHING YOUR CHILD'S EDUCATION," a *brochure* designed for parents and civic groups to explain the purpose and function of the student teaching process. Single copies are free of charge. In quantity, the brochure costs 2¢ per copy and is available through the Project Office.

"TOWARD IMPROVED STUDENT TEACHING," a student teaching *handbook* cooperatively developed and used by 14 colleges and 34 school districts in Greater Cleveland. Single copies are available free from the Project Office. Additional (two or more) copies are 40¢ each.

"WAYS TO IMPROVE STUDENT TEACHING," a *summary of recommendations* resulting from a year long study of student teaching in Greater Cleveland. Single copies are available free from the Project Office.

"A DISCUSSION GUIDE TO ACCOMPANY 'WITH THE GRAIN'," is designed to assist the supervisor using the film "WITH THE GRAIN." Single copies are free of charge through the Project Office.

CLEVELAND COMMISSION ON HIGHER EDUCATION

Greater Cleveland
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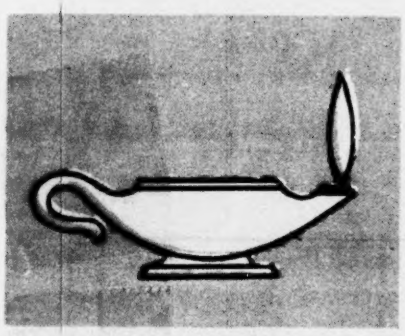


GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission on Higher Education

DONALD B. SWEGAN
Executive Director

LOUIS N. THEODOSION
Associate Director

FEBRUARY EDITION ISSUE #1

PROJECT DIRECTOR

John Morford

This project is supported by the cooperating institutions and a grant from the U.S. Office of Education.

* * *

**Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.*

Teacher Education Center Conference Planned

On *Friday, April 10, 1970*, STIP will co-sponsor with the *Cuyahoga County School Superintendents' Association* a school-college conference on the establishment of *Teacher Education Centers in Greater Cleveland*. Details on the one-day workshop will be announced in a special edition of the newsletter to be published in mid-March.

The conference will be based on "*A Model For Teacher Education Centers In Greater Cleveland*" as developed by our Innovations Committee, chaired by Dr. Raymond A. LeGrand of John Carroll University. In addition to trips to centers in Maryland and West Virginia, this school-college committee has met numerous times to develop the plan or model. A summary of the model will appear in our March Special Edition. Conference participants will receive the complete report prior to the April 10th meeting.

As an incentive to convert this research model into practice, several implementation grants will be available after the workshop to participants who propose to begin Teacher Education Centers on a joint school-college basis.

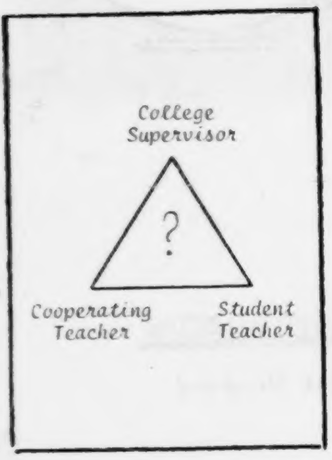
NEW TAPE NOW AVAILABLE FOR STUDENT TEACHER ORIENTATION

A second tape to accompany the filmstrip "MASTER TEACHER AT WORK" is now available. The new tape orients student teachers to student teaching; whereas the set formerly spoke only to cooperating teachers. Both tapes are on one reel for ease of use.

Area colleges have received the new tape. Others may rent the set from the Kent State University Audio-Visual Center or purchase it for $30.00 from WVIZ-TV -- Channel 25, 4300 Brookpark Road, Parma, Ohio 44134.

AN OPINION .....

NEW ROLE NEEDED FOR COLLEGE SUPERVISOR



Overheard in a school corridor: *"Oh, old administrators never die, they just supervise student teachers."*

Overheard in a college corridor: *"Oh, give her a few student teachers to supervise. That'll will round out her teaching load."*

Why do student teachers and teachers alike hold these types of images of the college supervisor of student teaching? Why did one teacher recently describe the typical college supervisor as, *"either a grad assistant more interested in his disseration or a retired principal who hasn't taught in 40 years"*? Why? ----- probably because all to often this image reflects reality.

WHAT IS WRONG .....

In my opinion the trouble is basic: The entire role of the college supervisor of student teachers needs redirection. Preferably this should occur in a new structure as it is in Maryland, West Virginia, and in a few places in Ohio; but, in any case, redirection is a must.

The basic fact which many will deny with vigor, is that *the college supervisor has done little of importance in improving the quality of teaching-learning in the schools.* This is doubly ironic since student teaching itself is generally recognized as the most important experience in teacher education. I am convinced that most of us are aware of this fact despite our reluctance to admit it; much of what we college supervisors do is make-work and we know it.

Another basic fact about student teaching may provide a partial way out of the current mire. Contrary to the impotency of the college supervisor's current role, the cooperating teacher plays a vital role with lasting effect -- for better or for worse -- in the education of student teachers. Every scrap of research from our project, as well as others, confirms the importance of the cooperating teacher's function. Yet, our studies also show that *the typical cooperating teacher both needs and wants further training* in the teaching-learning process and in teacher education in order to better help the student teacher during their unique relationship.

WHAT IS TO BE DONE .....

If, as I believe, most college supervisors are currently wasting their time and talents and most cooperating teachers need and want a great deal more help in their important role, then the solution seems apparent. The college supervisor will most effectively improve teaching-learning, *not* by spending his primary energies with the student teacher *but rather* by concentrating on providing the in-service education needed to professionalize the cooperating teachers' role and function.

Simply put --- *the college supervisor must concentrate on the development and growth of a corps of highly skilled cooperating teachers.*

WHAT DOES THIS MEAN IN PRACTICE .....

In the next regular newsletter, I will attempt to spell out what such a new role means in terms of personnel, time, finance, etc.

John A. Morford

(The views expressed above are the author's and do not necessarily represent those of others involved in STIP.)

Research Orientation Workshop To Be Held --- March 19, 1970 ---

Thirty individuals from all sectors of the United States gathered together on the campus of the Oregon College of Education in Monmouth, Oregon, the last two weeks in August 1969. Their main purpose for meeting together was to view and explore new materials within the areas of research, evaluation, proposal writing, and instructional development. Mr. Donald E. Greive of Cuyahoga Community College and Dr. Louis N. Theodosion, Associate Director of the Cleveland Commission on Higher Education, representing STIP, were area representatives.

A workshop is presently scheduled for *March 19, 1970* to introduce these materials to personnel in both schools and higher education institutions of the Cleveland area interested in developing or brushing up on research competencies.

The materials to be presented will be available on a *no-cost-basis* and will be distributed on a schedule to be announced at the workshop.

The *Cuyahoga Community College* will host this event on their *Western Campus*.

OE COORDINATOR VISITS STIP

Mr. Joseph A. Murnin, Regional Research Coordinator of the United States Office of Education in Chicago, visited the STIP Project on January 21, 1970. His three-day visit included discussions on the general progress of the project, and the development of research to date. The possibility of placing some of the research projects developed by STIP in the *ERIC SYSTEM* was among the many comments Mr. Murnin made regarding the STIP. Future developments in this area will be brought to your attention.

ORIENTATION SURVEY PROGRESS

Approximately two years ago, several items exploring practices in orientation and in-service programs for cooperating teachers were included in the "*Analysis of Student Teaching Metropolitan Cleveland, Ohio, 1967-1968*". A new survey to establish practices presently taking place in the Greater Cleveland area has been sent to all school districts and departments of education. The response to date has been gratifying.

The results of the final tabulation will be compared to the previous study and a report of the findings will appear in the next STIP Newsletter.

FILMS BOOKED FOR YEAR AT K.S.U.

Kent State University's Audio-Visual Center which distributes *"WITH THE GRAIN"* and *"MASTER TEACHER AT WORK"* informs us that all *six copies* of the film are *booked solid* for the remainder of this school year. Requests for use, however, continue to come in from all corners of the country.

Interested institutions should help in this matter by requesting that film libraries in their area also stock the materials which are available for purchase from *WVIZ-TV -- Channel 25, 4300 Brookpark Road, Parma, Ohio 44134*. Those wishing to borrow the film next year from KSU are urged to reserve it well ahead of time.

INNOVATIONS CORNER

For Both Schools and Colleges:

Several states now recognize the importance of student teaching by supporting it with state funds. *WHY NOT OHIO?*

NEWS BRIEFS

ORIENTATION FILM ON TV IN MARCH

... The film *"WITH THE GRAIN"* will be presented again by *WVIZ-TV* on *Monday, March 16, 1970* at 3:45 p.m. A fifteen minute panel discussion will follow the presentation.

AUDIO-VISUAL MATERIALS SHOWN AT AST MEETING

... *Drs. Morford and Swegan will present the STIP audio-visual materials to the following groups:*

ASSOCIATION FOR STUDENT TEACHING...
Chicago - February 25, 1970

ACADEMIC CONSORTIA SEMINAR (DIRECTORS)...
Chicago - March 1, 1970

CUYAHOGA COUNTY ELEMENTARY PRINCIPALS
Euclid - March 4, 1970

MATERIALS DISTRIBUTED

... To date the following quantities of STIP printed materials have been distributed:

Brochure - "ENRICHING YOUR CHILD'S EDUCATION" - 16,377

Discussion Guide to Accompany "WITH THE GRAIN" - 548

Handbook - "TOWARD IMPROVED STUDENT TEACHING" - 10,152

Summaries - "WAYS TO IMPROVE STUDENT TEACHING" - 765

TEXAS TEAM VISITS STIP

... *Drs. Thomas E. Ryan* and *William Reeves* from the *Texas Education Agency* visited the *STIP* on February 23rd and 24th. Both are much involved in improving teacher education in Texas.

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June Edition *Issue #8*

PROJECT DIRECTOR

John Morford

This project is supported by the co-operating institutions and a grant from the U.S. Office of Education.

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*Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.

TEACHER EDUCATION CENTER CONFERENCES INSPIRE ACTION

Ten new teacher education centers are in the planning stages as a result of a pair of conferences held recently. Seventy area educators attended a day-long workshop on the *"Implementation of Teacher Education Centers in Greater Cleveland"* sponsored by the Cuyahoga County School Superintendents' Association, the Cleveland Commission on Higher Education, and STIP with support from the State Department of Education.

The model developed with STIP support by Dr. Raymond A. LeGrand of John Carroll University served as the basic discussion document. A summary of this model is on Page Three of this newsletter.

At a follow-up meeting, 22 interested schools and colleges voted to establish a *Greater Cleveland Teacher Education Center Coordinating Committee* with a part-time Executive Secretary to coordinate center planning during the next year.

Dr. Edward Fox, currently Assistant Superintendent at the Cuyahoga County Board of Education and formerly on the faculty at Case Western Reserve University, will be the Executive Secretary during the first year as part of his duties as the new Associate Director of the Cleveland Commission on Higher Education. Dr. Fox will assume these duties August 1st.

STIP has committed *five* implementation grants to further development of teacher education centers in the Cleveland area. To date the following institutions have received grants or have filed letters of intent:

North Olmsted Schools and
Kent State University
Beachwood Schools and
John Carroll University
Diocese of Cleveland and
St. John's College
Parma Schools and
Cleveland State University
Berea-Parma Schools and
Baldwin-Wallace College
and Ohio University

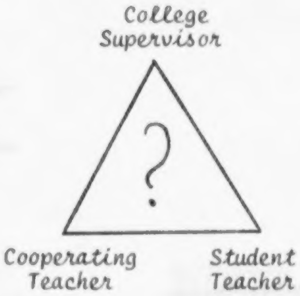
Others planning centers include Cleveland, East Cleveland, Cathedral Latin High School, and Glen Oaks High School.

Dr. Ed Fox to coordinate centers starting Aug. 1st

AN OPINION.....

NEW ROLE NEEDED FOR COLLEGE SUPERVISOR - Part II

(Summary of Previous Article: *The typical college supervisor's current role is* NOT *important insofar as significantly improving teaching-learning of student teachers. At the same time, the highly important cooperating teacher needs and wants greater orientation and in-service training. It was proposed, therefore, that the primary function of the college supervisor must become* "the development and growth of a corps of highly-skilled cooperating teachers." *In the following article Dr. Morford indicates some of the practical ramifications of such a new direction*).



Evidence continues to mount on the current ineffectiveness of college supervisors, e.g., see summary of Sr. Thomas Weir's research in the next newsletter. Also, as a result of my earlier article Dr. Earl Hoffman of Northern Illinois University shared a study conducted in Illinois wherein personnel officers in school districts rated cooperating teachers' opinions very high as factors in considering teaching applicants and ranked the college supervisors' recommendations last in importance. Along with the very strong data previously available, these reports re-emphasize that the current role of the college supervisor is generally recognized as ineffective and that a new role, as outlined below, is a necessity.

WHO WILL DO IT?????

On analyzing the personnel needs for this new role it is immediately apparent that few current college supervisors are prepared to properly develop and implement the training needed by cooperating teachers. In all too many cases they are not even capable let alone qualified. In practice this means several things: (1) elimination of those college supervisors who are not able to do the job; (2) upgrading of those able but untrained for the new role; and, perhaps most essential, (3) assignment of the best regular faculty available for this function. The supervisor's role can no longer be filled with part-timers, retired administrators, and temporary graduate students if it is to focus on long-range upgrading of cooperating teachers. It must become one of the most prestigious positions on any education faculty.

MUST STRUCTURES CHANGE?????

I believe that this new role can be best implemented in a new structure such as the student teaching center or teacher education center (as discussed elsewhere in this newsletter); however, *even where new structures do not exist, major changes in the college supervisor's role can and should be made.*

Basic to improvement is a plan to regularize the supply of cooperating teachers with whom college supervisors work. Only when some assurance exists that training efforts will bear fruit in future years will colleges and college supervisors be motivated to concentrate on an on-going program of improvement of the services of cooperating teachers. It behooves all concerned to develop approaches to regularize the availability of qualified, interested cooperating teachers. Silly rules by either schools or colleges which, in effect, force frequent changes in cooperating teacher-college supervisor relationships *must go -- the sooner the better!* The entrenched needs of administrative bureaucrats must begin to play a lesser role in the assignment of students to cooperating teachers. Our maxim here must be "*what is educationally necessary is administratively possible.*" In my opinion, a year or two of true joint school-college decision-making in these matters would, in fact, simplify the administrative issues involved; however, there can be no substitute for the year or two of work required to bring this about.

(*Continued on Page 4*)

AN ABSTRACT.....

A CONCEPTUAL MODEL:
THE SATELLITE TEACHER EDUCATION CENTER

Editors Note: *The following is an abstract of Dr. Raymond A. LeGrand's model developed under STIP sponsorship. This model is serving as the basis for implementation of teacher education centers in the Greater Cleveland area.*

The *TEACHER EDUCATION CENTER* is one of the most promising recent developments in the effort to improve both pre and in-service teacher education. Physically located in an elementary school or a department or a unit of a secondary school, a teacher education center provides a structure for *joint* planning and implementation in both pre and in-service teacher education by schools and colleges. Ordinarly, a joint committee directs policy for the center while a coordinator on joint appointment by the school and college(s) coordinates the total teacher training efforts at the center. Student teachers and other pre-service students are assigned to the center in regular numbers, not to an individual, as at present.

The benefits of the center approach include:

TO SCHOOLS

1. Better new *and* experienced teachers.
2. In-service for center faculty on regular, planned, on-going basis.
3. Major involvement in pre-service decision making.
4. Once underway -- simplified cooperation in pre-service experiences, e.g. September experience, observation, student teaching, etc.
5. Infusion of new ideas from colleges and from cooperating centers, consultants, etc.
6. Rub-off effect on non-center faculty.
7. Regular constant supply of pre-service aides, student teachers, etc. --- can count on them.
8. Help in recruiting new professional faculty.

TO COLLEGES

1. Up-grades quality of pre-service experience --- *average can be as good as best is now.*
2. A regular, on-going group of cooperating teachers who continually grow more proficient both as teachers and teacher trainers.
3. College supervisors role becomes much more meaningful and worthwhile.
4. Being forced into new roles will upgrade college faculty too!
5. Regularizes and simplifies field experiences and student teaching.
6. Allows *variety* of styles to be learned, seen, etc. by trainees.
7. Cooperate on a regular basis with other colleges and universities and learn from one another.
8. Ties theory into practice.

Within the basic definition of a center, the model recommends that diversity be emphasized to meet individual institutional needs and to allow evaluation of a variety of approaches for joint action. Center development should include evaluation and dissemination of results. It is also strongly recommended that most centers include several colleges and universities.

While it is possible for a series of unrelated centers to develop in the area, *much* can be gained from cooperation among centers and institutions. To bring this about a central coordinating committee for the Cleveland area should be established very soon. A key role of the central committee will be to coordinate in-service programs, sharing of personnel and materials, plus providing a channel for inter-center communications.

NEW ROLE OF COLLEGE SUPERVISOR (Continued from Page 2)

SOME OTHER RAMIFICATIONS.....

As the college supervisors move into the new role, the need for aids of all types -- films, tapes, in-service packages, video tapes, etc., will become apparent. A cooperative pool of such materials in a region will prove beneficial. Sharing of newly developed in-service plans, materials, etc., will also be important to all concerned.

It will also be important to inform and involve student teachers in the changes. Otherwise, they will no doubt feel cheated when the college supervisor no longer makes his "*five visits*," even though they will testify currently that the "*visits*" don't mean much. A number of jointly planned in-service sessions would be one way to accomplish this.

I would welcome ideas on these issues. *What is being tried? What works? What doesn't?*

John A. Morford

HANDBOOK SUPPLY DEPLETED

STIP'S supply of the handbook "*TOWARD IMPROVED STUDENT TEACHING*" has been exhausted. No further printings are planned. Institutions wishing to continue using the handbook in quantity should feel free to reproduce it or contact the printer, Robert Silverman, Inc., 1375 Euclid Avenue, Cleveland.

PARENT BROCHURE STILL AVAILABLE

Our brochure "*ENRICHING YOUR CHILD'S EDUCATION*," designed to orient parent groups to benefits of student teaching, remains in stock. To date *17,509 copies* have been distributed. Schools and colleges planning to use the brochure in the future, should order now while it is still available. The brochures are free up to 5 copies and 2¢ *each in quantity*.

STIP PROGRAMS TO PHASE INTO INNOVATIVE TEACHER EDUCATION PROJECT

As the STIP completes its three-year life this summer, some of its on-going programs, e.g., teacher education center coordination, will be taken over by a new broader project recently funded by the *Martha Holden Jennings Foundation*. To be coordinated by the Cleveland Commission on Higher Education, the new three-year plan proposes to stimulate innovative approaches to teacher education in Greater Cleveland schools and colleges by joint action. Planning is currently underway for a series of subject-matter symposia and joint meetings of teacher education faculties.

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DONALD B. SWEGAN
Executive Director

September Edition *Issue #9*

PROJECT DIRECTOR

John Morford

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****Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.***

RESEARCH EDITION

The next two newsletters will be devoted mainly to summarizing several research projects recently completed under STIP auspices. These reports were prepared prior to August 31, 1970, when our project officially ended. More details on any of the research results are available from the Cleveland Commission on Higher Education.

AN EVALUATION OF THE USE MADE OF S.T.I.P. AUDIO-VISUAL MATERIALS DURING 1969-1970

Editor's Note: Dr. F. T. Huck was commissioned to conduct an evaluation of the use of STIP produced A-V materials. He has summarized his lengthy report for this newsletter as follows:

The purpose of the study was to analyze the distribution and usage of the filmstrip, "Master Teacher at Work" and the film "With the Grain," the two audio-visual projects developed by the Greater Cleveland Student Teaching Improvement Project. The study attempted to answer the "Who, How, and Where" questions concerning usage as well as analyze the effectiveness of use and gather suggestions for future developments.

Information for the study was gathered both by interview and mailed questionnaire techniques.

Usage of the Film and Filmstrip by Area Colleges

Representatives of ten different colleges with student teachers in the Cleveland area were interviewed. Eight of these institutions had used the materials, two had not. Of the latter two, one had not used the materials directly because the school system in which a number of their students were assigned had made arrangements to show the film to most of their students and cooperating teachers. The various usages of the materials were: orientation of student and cooperating teachers, in-service sessions for all teachers, to education department faculty members, to university classes, and to an administrators meeting. The overall reaction to the materials was very good, with increased use planned for the future; the only strong criticism was directed toward the quality of certain portions of the sound track of the film.

(Continued on Page 2)

Huck's report - continued from Page 1

Other Area Usages

Several school administrators in the Greater Cleveland area were aware of the existence of the film and filmstrips and arranged to have them shown for staff and faculty. The materials were used effectively as a vehicle for discussion in faculty meetings and in orientating new teachers as well as cooperating teachers. Enthusiastic responses were also received from university professors who had used the materials in curriculum and supervision classes.

Distribution and Sale of Film and Filmstrip

Educational television station WVIZ was designated as the distribution source for the preview and sales of the film and filmstrip; Audio-Visual Services at Kent State was designated as the center for renting the film. Both sources reported a heavy demand. Dr. Alan Stephenson of WVIZ reported that requests came from all over the country, with a surprisingly large number from the South and the West. Mr. Charles Hunger, of Audio-Visual Services at Kent State, reported, "As you can imagine, we have been swamped with requests for this film and have been able to supply only a portion of the requests."

Questionnaires were sent to all out-of-town previewers, purchasers and renters of the audio visuals materials, with replies received from over 60% of the users. A summary of the results showed that the materials were used in a variety of ways, ranging from the usual student teacher-cooperating teacher orientations to elaborate in-service workshops, with a large percentage of the responses showing favorable reception.

Summary

From all three phases of the research, a very favorable reaction to the film and filmstrip was reported. Many and varied usages were found, ranging from methods classes to elaborate in-service workshops. The overall receptive mood to the materials can best be summed in a comment that appeared on more than one response "keep up the good effort --- more materials of this kind are urgently needed."

FINAL REPORT BEING WRITTEN

As STIP's three years of work drew to a close on August 31, 1970, the project staff began its final activities, the most important of which is the final report to the U.S. Office of Education and to participating institutions. Distribution of newsletters and remaining brochures are other activities being completed prior to October 31, the projected date for completing all project activities.

SYMPOSIUM PLANNED BY TEACHER EDUCATION COMMITTEE

Partly as an outgrowth and expansion in scope of STIP, the Cleveland Commission on Higher Education's Teacher Education Committee has planned a 1 1/2 day symposium of Cleveland area teacher education faculties, students, and cooperating school personnel. To be held at West Richfield, Ohio, on October 15-16, the symposium will be supported by the Innovative Teacher Education Project recently funded by the Jennings Foundation.

Since this will be the first area-wide meeting of entire teacher education facultie the program is designed to stimulate discussion and involvement on a small group scale. Hopefully, the kinds of relationships developed among student teaching personnel by STIP can be developed on a broader scale.

RESEARCH REPORT SHOWS IMPORTANCE OF COOPERATING TEACHER

Editor's Note: The following is a summary of Sister Thomas Marie Weir's STIP supported research: "A FOLLOW-UP STUDY OF INTERMEDIATE GRADE STUDENT TEACHERS IN CUYAHOGA COUNTY ONE YEAR AFTER THEIR EXPERIENCE":

One hundred persons who student taught grades 4,5, or 6 in Cuyahoga County in 1967-68 were surveyed in this study. Fifty-eight responded to the lengthy questionnaire.

Conclusions included the following: (1) two-thirds felt methods courses had been adequate; one-third disagreed. (2) Most felt cooperating teachers had adequate professional backgrounds; (3) a majority felt that the cooperating teachers were the key to the quality of student teaching; (4) most rated cooperating teachers high on personal qualities such as friendliness, adaptability, and happiness in teaching.

The most significant concern brought out in the otherwise positive results was the need for greater emphasis and skills for cooperating teachers in training student teachers in areas such as: classroom management, especially discipline techniques; individualizing instruction; use and care of audio-visual equipment; and analysis of differing needs of children.

Overall, the report reaffirms the importance of student teaching, its basic effectiveness, the key role of the cooperating teacher, and the need of the cooperating teacher for more skills in communicating approaches in key areas of classroom instruction and management.

Detailed results have been shared with colleges involved. The complete 30 page report is available at the Cleveland Commission on Higher Education office or a reproduction can be obtained.

NEW APPROACHES TO USE OF "WITH THE GRAIN" SUGGESTED

Users have suggested two approaches to increasing the effectiveness of the STIP produced film *"WITH THE GRAIN"*:

(1) Several users have suggested that it be used section-by-section, rather than as a whole, following each section with a discussion of the specific issues involved in that episode. This approach has been used successfully both alone and when preceded by a complete showing of the film.

(2) One institution claims to have improved the film by deleting the two sequences involving "Mr. Brooks and Lorraine." This served both to shorten the film and to eliminate the two sequences in which sound-track difficulties have arisen. By careful editing, these sequences can be deleted without affecting the continuity of the film.

We would be interested in hearing about other ideas you have developed in using the film and/or filmstrip-tape *"MASTER TEACHER AT WORK."*

BROCHURE AVAILABLE

Last year a joint school-college committee developed under STIP auspices the enclosed brochure, "Enriching Your Child's Education." It was designed to help parents, school boards, and other lay citizens to better understand the value and importance of student teaching.

Over 20,000 were distributed last year by teachers, administrators, supervisors, etc. This year we have about an equal number available at 1¢ each from our office. You may order them either by mail or by calling 241-7583 (area code 216).

IMPROVEMENT OF SECONDARY SCHOOL-COLLEGE ARTICULATION IN SCIENCE EDUCATION

EDitor's Note: In addition to many research projects directly concerning student teaching, STIP supported this research by Sister Ann Gertrude, O.S.U., on the related topic of school-college articulation in science teaching. The following is a summary of her final report which is available in its entirety from Cleveland Commission on Higher Education.

This was an investigation of ways in which college science faculties can cooperate with secondary schools in Greater Cleveland. Specifically, the following were objectives: (1) to determine student needs and interest relating to science; (2) to determine relevance of science instruction to key societal problems identified by students; (3) to identify means for improving communications in science between colleges and high schools; and (4) to improve college programs of preparation of science teachers through ideas from high school science teachers and students.

Questionnaires were sent to 105 science teachers and 1000 senior science students in 20 Cleveland area high schools. Of students, 81% responded, while 74% of the teachers replied.

Among key *findings* were the following:

(1) Most students (75%) did not feel science courses were adequately related to societal problems.

(2) Eighty-four percent of the teachers agreed that the relation of science to society needed greater emphasis in their courses. Over 80% actually supported the idea of a course specifically designed to relate science to social issues.

(3) Students and teachers basically agreed on what the important goals of science instruction should be.

(4) Almost 90% of the teachers felt a need for closer ties between high school and college science programs. A number of specific suggestions were made.

(*NOTE: As a result of this study, planning is underway for a colloquium to bring area college and high school science faculties together.*)

CLEVELAND COMMISSION ON HIGHER EDUCATION

Greater Cleveland
Student Teaching Improvement Project
1367 East 6th Street
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GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT

A Coordinated Effort of the Cleveland Commission on Higher Education

DONALD B. SWEGAN
Executive Director

October Edition *Issue #10*

FINAL ISSUE

PROJECT DIRECTOR

John Morford

This project is supported by the co-operating institutions and a grant from the U.S. Office of Education.

...

**Because of the limited supply and unexpected number of requests for this Newsletter, the reader is asked to pass it on to other interested individuals.*

PROJECT COMPLETED

With this final edition of the STIP Newsletter our three-year project draws to a close. Highlights of our work and an overview of outgrowths are found elsewhere in this issue.

The audio-visual materials we produced, the movie "With the Grain" and film-tape "Master Teacher at Work," will remain available for rent or purchase from Kent State University A-V Services and WVIZ-TV, Cleveland, 44134, respectively. Other materials are no longer available except in individual copies; however none of our work has been copyrighted so users should feel free to reproduce and use any of these items.

Any further correspondence concerning the project should be referred to the Cleveland Commission on Higher Education.

INNOVATIVE TEACHER EDUCATION PROJECT UNDER WAY

One of the major outgrowths of STIP is a project to Stimulate Innovations in Teacher Education (SITE). Funded by the Jennings Foundation over the next three years, SITE will build on and expand the work begun by STIP.

Over one hundred persons, combining college education faculty and students with elementary and secondary school personnel, participated in SITE's initial activity, a "retreat" at West Richfield, Ohio, on October 15-16...Expanded personal contacts, shared experiences and plans, and a review of major issues in teacher education were outcomes...Dr. Robert F. Peck, Co-Director of the National Research and Development Center on Teacher Education at Austin, Texas, provided the major link for examining new thrusts in teacher education in Greater Cleveland in the light of national trends and research findings.

This conference was the first of a series of events planned by SITE to bring together major action groups vital to improved teacher education.

ORIENTATION RESEARCH PROJECT COMPLETED

Editor's Note: The following is a summary of the final report of Baldwin-Wallace College's research project "A Workshop Orientation Program for New Critic Teachers, Including a Comparative Evaluation of the Participant's Work with Student Teachers." Dr. Ernest Kozma, formerly at B-W, now at Ashland College, and Dorothy Becker from B-W, were the major researchers.

In summer 1969, thirty-two teachers, who would be supervising Baldwin-Wallace College student teachers for the first time during 1969-70, attended an intensive, week-long Institute for Orientation of Cooperating Teachers. Topics covered included: behavioral objectives, role and functions of cooperating teachers, interaction analysis, history and purposes of student teaching, evaluation of student teaching, and use of video-tape. Teachers received $75 for attending.

During the 1969-70 school year each participant supervised a B-W student teacher, as did teachers in a matched control group who had not participated in the orientation institute. As the year progressed, both groups' performances were evaluated through questionnaires and interviews with student teachers, college supervisors, and the cooperating teachers themselves. Findings below are based on a comparison of these responses.

Dr. Kozma summarized the findings as follows:

"The workshop setting to orient first time cooperating teachers did make a difference in the performance of the participants. A knowledge of some techniques in the analysis of teaching and supervision were utilized by these participants. The student teachers did feel the techniques used were helpful and effective. The student teachers claimed a structured and a dogmatic approach on the part of the institute participants and indicated a very fair evaluation by these teachers. The institute teachers were able to view the student teacher and his experience in a manner that more closely resembled the picture the student teacher had of himself and his experiences.

"The group of college supervisors pictured the cooperating teacher, the student teachers and the experience quite differently than the other groups. They had fewer reservations and had completely positive views. The college supervisor should be a part of any future workshop or institute. An expanded institute based on this experience is being planned for the summer of 1971 which will include the college supervisor. Enough evidence has been gathered to point to the importance of a structured attempt to orient cooperating teachers. What is needed now is the continuation and refinement of this concept."

HOHMAN RESEARCH CONTINUES

Editor's Note: All research funded by STIP was designed to be completed by August 31, with one exception. Because of its significance a project being coordinated by Robert Hohman was supported even though it will not be completed until next spring. Final results of the study, "The Use of Personality Characteristics and Role Expectations as Determiners for Successful Student Teaching Assignments," will be disseminated then by CCOHE. A summary of the objectives and procedures of Hohman's work follows:

During the fall of 1970, 365 student teachers and 365 cooperating teachers representing 11 colleges will be given the Edwards Personal Preference Schedule and the Minnesota Teacher Attitude Inventory at both the start and completion of student teaching. Further, the degree of success of the student teaching experience will be evaluated.

Once data are tabulated, the researcher will attempt to identify personality factors and matches which seem to either produce or inhibit quality student teaching and/or positive teaching attitudes. He will also try to outline a placement process wherein personality variables can actually be considered in decision-making.

TEACHER EDUCATION CENTERS PROGRESS CONTINUES

As STIP phases out, Teacher Education Centers, one of the major new ideas it helped initiate in the Cleveland area, continue to develop.

Support from STIP for development of five school-college teacher education centers, plus for a committee to coordinate the centers, will hopefully lead in the years ahead to a significant expansion of real cooperation between schools and colleges in both pre-service and in-service teacher education.

Center developments partially funded by STIP include the following:

Kent State & North Olmsted Schools
John Carroll & Beachwood
Ohio U.-Baldwin-Wallace & Parma-Berea
Cleveland State & Parma
St. John & Cleveland Diocesan Schools

There are also in the area, a number of the centers, either in planning or already implemented, but not financially supported by STIP. Most of these have indicated a desire to be involved with the Greater Cleveland Teacher Education Centers Coordinating Committee which recently held its first meeting. For the current year Dr. Edward Fox, Associate Director of CCOHE, is acting as executive secretary to the committee. Inquiries should be addressed to him at the Cleveland Commission on Higher Education.

FINAL REPORT

A detailed final report on STIP's three-year work will be submitted to the Office of Education and all cooperating colleges and school districts by October 31. Others interested in obtaining a copy of the final report should contact Dr. Donald B. Swegan at the Cleveland Commission on Higher Education.

THANKS

As Project Director I wish to acknowledge the invaluable time and effort given to STIP by dozens of professional colleagues from Ohio colleges, universities, and schools. While it is impossible to mention everyone deserving thanks personally, I would note the following who were particularly involved: Al Shankland, Ron Handy, Bob Morris, Dean Kelly, Bob Pfeiffer, Ray LeGrand, Ernie Kozma, Dorothy Becker, Ted Huck, Sister Mary Josetta, Elsie Nicholson, Bob MacNaughton, and Bob Hohman.

Our thanks also go to Joe Murnin of the U.S. Office of Education who has been our direct liaison and overall coordinator. His support and advice have been invaluable.

Most of all, however, I wish to thank the Cleveland Commission on Higher Education and its staff, headed by Don Swegan and his former associates Arnold Berger and Lou Theodosion. Without their supporting services the project would have been literally impossible. My special personal thanks go to Mrs. Barbara Krane (Kovach) the project's secretary throughout, who held everything together. Mrs. Jan Riley and Mrs. Linda Fedj of the Commission staff have also been of great help when called upon.

John A. Morford

PROJECT HIGHLIGHTS 1967-70

A comprehensive survey - *"Analysis of Student Teaching in Metropolitan Cleveland, 1967-68" published and disseminated*

A joint handbook - "Toward Improved Student Teaching" developed and 11,000 distributed and used

Eleven research projects funded, completed and reported

28,000 newsletters distributed - 10 issues

New role advocated for college supervisor

Movie - "With the Grain" - produced and used nationwide to orient cooperating teachers

Filmstrip-tape - *"Master Teacher at Work" has great acceptance by both student and cooperating teachers*

Meetings, meetings, meetings - over 100 in all

Major conferences held - one on Innovations in Student Teaching - one on Teacher Education Centers - one on Orientation of Cooperating Teachers

Brochures for parents - "Enriching Your Child's Education" over 30,000 distributed

Five teacher education centers funded and a coordinating committee established

Trips by area educators to West Virginia, Maryland, Illinois, Pennsylvania, etc., to see innovative practices in action

SITE funded to build upon STIP work

STIP final report disseminated - October, 1970

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APPENDIX C

Published Non-Research Materials

Exhibit A. A Discussion Guide to Accompany "With the Grain"

Exhibit B. "Enriching Your Child's Education"

Exhibit C. Discussion Ideas for "Master Teacher at Work"

Exhibit D. "Ways to Improve Student Teaching"

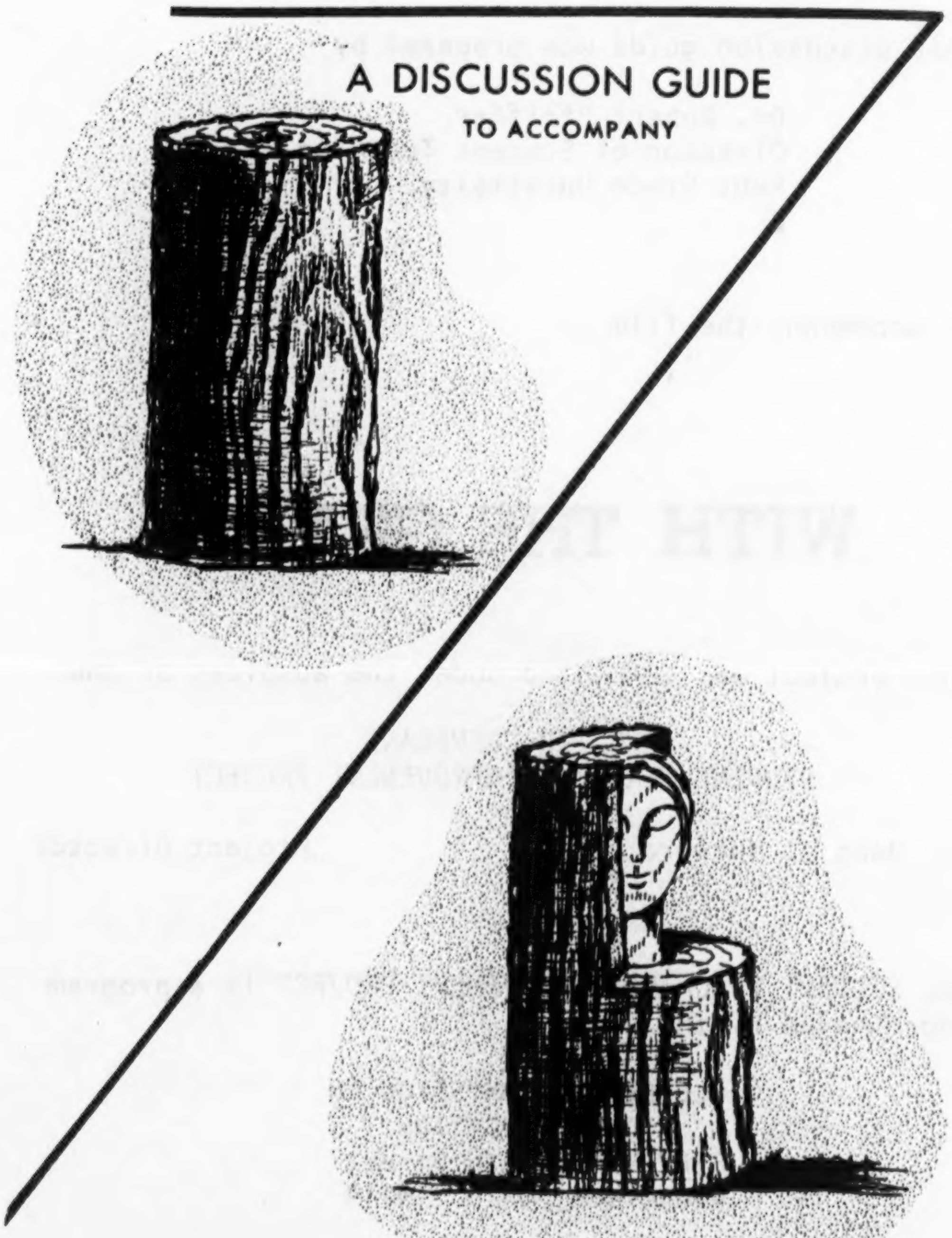
Exhibit E. Brief History of the Project

Exhibit F. "Toward Improved Student Teaching"

EXHIBIT A

A DISCUSSION GUIDE

TO ACCOMPANY



WITH THE GRAIN

A FILM DESIGNED TO ASSIST COOPERATING TEACHERS

This discussion guide was prepared by

Dr. Robert Pfeiffer
Director of Student Teaching
Kent State University

To accompany the film

WITH THE GRAIN

This project was completed under the auspices of the

GREATER CLEVELAND
STUDENT TEACHING IMPROVEMENT PROJECT

Dr. John A. Morford Project Director

THE STUDENT TEACHING IMPROVEMENT PROJECT is a program coordinated by the

CLEVELAND COMMISSION ON
HIGHER EDUCATION
1367 East Sixth Street
Cleveland, Ohio 44114

Dr. Donald B. Swegan Executive Director
Dr. Louis N. Theodosion Associate Director

1969

WHY WAS THE GUIDE DEVELOPED?

Many classroom teachers begin the supervision of a student teacher without any direct preparation for this responsibility. College and public school people are both concerned about this practice. Handbooks, visits by the college supervisor, talks with experienced cooperating teachers help with this problem to a limited extent. Something more needs to be done in order that cooperating teachers can approach this experience with a positive attitude, a degree of assurance, and an awareness of the complexities and subtleties involved.

To meet these needs the *GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT* of the Cleveland Commission on Higher Education has developed a filmstrip, *"MASTER TEACHER AT WORK,"* and a movie, *"WITH THE GRAIN."* The filmstrip deals more with mechanics and details of the task; the movie is more philosophical and concerns the rationale and theory of how learning takes place in student teaching. Thus the two make a coordinated package which can be provocative, practical and beneficial to the cooperating teacher. This discussion guide deals only with the movie, *"WITH THE GRAIN."*

WHO WILL BE THE AUDIENCE?

Although addressed to the classroom teacher contemplating helping a student teacher, (this individual is currently called a cooperating teacher or supervising teacher, and formerly a critic teacher) this film could readily be used for other groups involved in student teaching. Those who place student teachers, superintendents, curriculum directors, supervisors, building principals, could use this film for in-service meetings. College teachers of classes in the supervision of student teaching would find the film useful in re-inforcing several areas. P.T.A.'s and other lay groups could be shown the film as a means of informing them about the value of student teaching to a school system. Student teachers themselves might see their role more clearly if they viewed this film in one of their early seminar periods.

SUGGESTIONS FOR USE

Films like *"WITH THE GRAIN"* designed to provoke thought and stimulate discussion should be shown twice with a discussion between the two runs and after the final one. The additional insights provided by the second showing often surprise even the most experienced users of visual aids. When only one showing is feasible, preparing the viewers for what they are to see, showing the film, and discussing it is standard recommended procedure. The question section which follows is designed for either procedure. Questions which appear first under the section heading are geared for those who have seen the film once. Those questions at the end of the list will probably receive more response after the second running of the film. Stopping the film after a particular section frequently helps focus attention on a specific point.

DISCUSSION HINTS

Discussion leaders should think of themselves as traffic directors concerned with the flow and direction of ideas, the creation of an atmosphere conducive to free give-and-take, and the interaction of the group. Disapproval or censorship of a remark is usually a behavior which inhibits participation. Accepting all comments without elaboration and allowing the group to classify, organize and evaluate is very difficult for some leaders but is extremely effective when properly used. Nothing is more stultifying than the rigid sequence of comment from the group followed by modification, evaluation, or elaboration by the group leader followed in turn by another similar sequence ad infinitum. To break this pattern, non verbal means of re-inforcement can be tried. An accepting gesture or smile followed by, "*anybody else*"? keeps the ball rolling. It also says to the group, "*listen to one another. Remarks are not going to be repeated by the leader.*"

In order that individuals can properly and easily identify the scene and characters they wish to discuss, each episode is listed in this guide in the order in which it appears in the film. The major focus of the episode is identified by a title and the cast is named. The art teacher doing the wood carving is Kathryn Dane and her friend is Ruth Porter. They introduce the theme and provide the continuity for the film. Miss Porter appears again in the fourth episode and between scenes with her student teacher.

I. IMPROVING LESSON PLANS

Supervising Teacher: Miss Blair
Student Teacher: Jean Miller

1. In what areas of lesson planning might a supervising teacher reasonably expect the student teacher to be prepared by her professional course work?

   Format? Skill in timing?

   Adapting to pupils? Long range articulation?

   Use of supplementary materials?

   Ability to foresee disgressions?

2. In what ways must the planning the student teacher does be a cooperative endeavor with the supervising teacher?

3. How would you show Jean Miller the relationship between her planning and the behavior of the pupils?

4. Miss Blair suggested a "*crisp*" statement of objectives. Would requiring performance or behavior objectives have solved some of the later problems? Explain?

5. Almost without exception handbooks for supervising teachers suggest that lesson plans be approved by them prior to their execution by student teachers. What advantage do you see in this requirement? Are there disadvantages in this procedure? Should the procedure change as student teaching progresses?

II. THE LECTURER

Supervising Teacher: Miss McGuire
Student Teacher: Tom Justin

1. For how long a time would you advise a student teacher to lecture to seventh graders?

2. Miss McGuire flattered Tom into becoming a better lecturer. What should be her next step?

3. Tom liked "*short and sweet*" answers from the pupils. What mental processes are required to give such answers?

4. After seeing himself on television, Tom is probably ready to learn and employ other methods of involving the pupils in classwork. Could he plan for this? How would you discuss with him the qualities of a good discussion? The techniques? The evaluation of a good discussion class?

5. What values could using a verbal interaction analysis bring forth? When would you use such a technique?

6. A tape recording or a video tape of one's teaching can be devasting. How would you prepare a student teacher for this experience?

III. THE PLANNING CONFERENCE

Supervising Teacher:	Mr. Brooks
Student Teacher:	Lorraine

1. **In what way did Mr. Brooks help Lorraine see the relationship among the parts of her lesson plan?**

2. **What difficulties were thus avoided?**

3. **What types of guidance and help do student teachers need before they formulate objectives for daily lesson plans?**

4. **Why does the type of planning required in student teaching seldom transfer to the beginning years of teaching?**

5. **What would you suggest as remedies for this problem?**

II. THE LECTURER

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III. THE PLANNING CONFERENCE

Supervising Teacher: Mr. Brooks
Student Teacher: Lorraine

1. In what way did Mr. Brooks help Lorraine see the relationship among the parts of her lesson plan?

2. What difficulties were thus avoided?

3. What types of guidance and help do student teachers need before they formulate objectives for daily lesson plans?

4. Why does the type of planning required in student teaching seldom transfer to the beginning years of teaching?

5. What would you suggest as remedies for this problem?

IV. RAPPORT AND DISCIPLINE

Supervising Teacher: Ruth Porter
Student Teacher: Dan Corcoran

1. What would have been lost had Miss Porter given Dan a direct answer about sport shirts for faculty on field trips?

2. To what extent do you feel that Miss Porter is responsible for the sarcastic exchange at the end of the incident?

3. Dan is characterized as bright but uninterested. To what extent is this problem typical?

4. How would you advise Dan to recover after sending the wrong person out of the room? Would you let this happen?

5. Many student teachers think sending the pupil to the principal is the first thing to do in case of trouble. How could a sensitivity be developed to the other opinions?

6. Dan became interested in teaching when he could relate the lesson to his interest in cars. Could such a process be dangerous? How would you help Dan see that he must discover the interests of his pupils?

7. Where should cooperating teachers be positioned while lessons are being taught by the student teacher? In the back? Sitting down? Standing?

V. EVALUATION

Supervising Teacher: Mr. Brooks
Student Teacher: Lorraine

1. How often should a student teacher be given an answer to the query, "*How am I doing?*" Why?

2. What role should the college supervisor play in the evaluation of the student teacher?

3. Under what circumstances would you tell a student teacher that his teaching is of "*C*" quality?

4. What techniques can be used to help the student teacher evaluate himself?

5. What does the supervising teacher convey when each evaluation is preceded by the statement, "*Your university requires me to do this.*"

6. Some universities have "*S*" and "*U*" grades instead of the standard *A-B-C-D-F* grading pattern. What advantage do you see in this change? What disadvantages?

GENERAL QUESTIONS

1. What does the theme of the film suggest about the teaching style of a student teacher?

2. What then is the proper role of the supervising teacher?

3. In what ways might a supervising teacher "*cut too deep?*"

4. A young lady once compared her student teaching to cooking in another's kitchen. What other analogies can be used to describe student teaching.

5. What differences are revealed between the wood scuplture idea and the kitchen analogy?

6. Many successful teachers find it difficult to articulate the teaching process. What might this fact imply?

7. What types of freedom does a student teacher need?

8. What helps should be available to the supervising teacher?

9. In what ways could the college supervisor be of help in Case I? Case II? etc?

10. In what situations are handbooks most useful?

11. In what areas would freedom for the student teacher be inappropriate?

12. What does the experience of student teaching mean to the supervising teacher? To the pupils? To the school patrons? To the administration? To the school system as a whole?

13. Is the ability to analyze instruction the supervising teacher's most needed qualification? If not, what is?

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# 4 Helping Student Teachers Work With Parents
# 5 Helping Student Teachers Assume Responsibility for Their Own Growth

6 Encouraging Creativity in Student Teaching
10 Helping Student Teachers Understand and Utilize Consultant Services
10 Case Studies in Student Teaching
23 The Student Teacher. Managing an Elementary Classroom

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THE STUDENT TEACHING IMPROVEMENT PROJECT has developed a movie, a filmstrip-tape presentation, and several publications. These materials and their availability are as follows:

"WITH THE GRAIN," a 30 minute, color, 16 mm motion picture, with discussion guide designed for use in orientation of cooperating teachers. Contact Dr. John Mitchell, Director of Audio-Visual Services, Kent State University, Main & Lincoln Streets, Kent, Ohio 44240. The only charges are for mailing costs.

"MASTER TEACHER AT WORK," an 18 minute, color filmstrip-tape presentation for orientation of cooperating teachers. Available from Kent State University, Audio-Visual Services with script and discussion guide.

"TOWARD IMPROVED STUDENT TEACHING," a student teaching handbook cooperatively developed and used by 14 colleges and 34 school districts in Greater Cleveland. Up to two copies are available free from the Project Office. Additional copies are 40¢ each.

"ANALYSIS OF STUDENT TEACHING, METROPOLITAN CLEVELAND, OHIO, 1967-1968," a detailed study of student teaching in 14 colleges and universities placing student teachers in 34 Greater Cleveland school systems. Available from the Project Office.

"WAYS TO IMPROVE STUDENT TEACHING," a summary of recommendations resulting from a year long study of student teaching in Greater Cleveland. Available from the Project Office.

"STUDENT TEACHING IMPROVEMENT PROJECT NEWSLETTER," is published regularly without charge. Interested parties may be placed on the mailing list by contacting the Project Office.

"STUDENT TEACHING BROCHURE," is designed to develop a better understanding for parents concerning student teachers in their childs classroom.

EXHIBIT 8

Enriching YOUR CHILD'S EDUCATION

THROUGH

The Helping Hands

OF A

STUDENT TEACHER

IN THE

CLASSROOM

YOUR CHILD RECEIVES A FULLER EDUCATION

WHEN

Your Schools and Colleges

COOPERATE

IN STUDENT TEACHING PROGRAMS **BECAUSE. . . .**

Students receive **ENRICHMENT** when the regular classroom teacher has the assistance of a student teacher in the classroom for

- **MORE** directed activities . . . .
- **MORE** individual instruction . . . .
- **MORE** time for concept development . . . .
- **MORE** time for enrichment activities . . . .
- **MORE** time for oral expression and vocabulary development . . . .
- **MORE** direction in the development of creative thinking and doing . . .
- **MORE** time for direction of independent study and research interests . .

THE STUDENT TEACHER **PROVIDES** another pair of helping hands IN THE CLASSROOM

BETTER EDUCATION

As a Parent,

YOU HAVE THE OPPORTUNITY TO
COOPERATE IN THE JOINT
EFFORTS OF EDUCATORS IN
PREPARING QUALITY TEACHERS
for

Today's Classrooms

Through the combined efforts of

- THE COLLEGES AND UNIVERSITIES.
- THE SCHOOLS.
- THE ENTIRE COMMUNITY.

YOUR CHILD'S educational opportunities expand through having the experience
of
ANOTHER PROFESSIONAL IN HIS
CLASSROOM!

Coordinating Agency for the Student Teacher Improvement Project is:

The Cleveland Commission on
Higher Education,
1367 E. 6th Street,
Cleveland, Ohio 44114

This brochure has been made possible by a grant from the U. S. Office of Education, Washington, D. C.

YOUR CHILD CAN RECEIVE EXTRA CLASSROOM ATTENTION FROM A CAPABLE, ENTHUSIASTIC **STUDENT TEACHER** IN A COLLEGE OR UNIVERSITY FROM THIS AREA!

*Many Agencies Coordinate
the Student Teaching Programs—*

- **THE STATE DEPARTMENT OF PUBLIC INSTRUCTION** determines eligibility standards for the student teacher . . . .
- **THE COLLEGE OR UNIVERSITY** prepares the students to become professional teachers . . . .
- **THE BOARD OF EDUCATION** provides the student teacher with a classroom under the guidance of a MASTER TEACHER . . . . .
- **THE PRINCIPAL** develops effective relationships among participants and maintains standards of quality education . . . . . .
- **THE MASTER TEACHER** provides effective direction and supervision of the student teacher . . . .

''STUDENT TEACHING is a period of guided teaching during which the student, under the direction of a qualified cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.''
(From 'The Classroom Laboratory'. Ohio Council on Teacher Education, Columbus.)

EXHIBIT C

"MASTER TEACHER AT WORK"

(A FILMSTRIP WITH TWO TAPES)

For *ORIENTATION* Of

TAPE 1 -- *Cooperating Teachers*

TAPE 2 -- *Student Teachers*

THE GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT
A Coordinated Effort Of THE CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street
Cleveland, Ohio 44114

"*MASTER TEACHER AT WORK*"
(Cooperating Teacher Version)

"*MASTER TEACHER AT WORK*" is an 18 minute filmstrip-tape presentation designed for use in orientation and in-service training of *cooperating teachers* in student teaching programs.[1] The presentation stands on its own; however, it may be used with a coordinated film, "*WITH THE GRAIN*," available from the same source as the film-tape. The film-tape develops audio-visually the ideas presented in "TOWARD IMPROVED STUDENT TEACHING," a handbook on student teaching available from the Cleveland Commission on Higher Education.

Purposely, the film-tape presents a rapid, dynamic series of ideas on student teaching which demands careful coordination of picture and sound. For best impact rehearse the entire presentation a time or two before trying it on an audience. Experience has shown that much can be gained by a second showing of the film-tape near the end of the discussion period.

DISCUSSION IDEAS:

With *cooperating teachers* who have received little past orientation, discussion might best focus on basic issues, for example:

1. The importance of the *cooperating teacher-student teacher* relationship.
2. The nature(s) of successful *cooperating teacher-student teacher* relations.
3. How to start right!
4. When to let the student teacher solo?
5. The proper role and use of college supervisors.
6. Desirable types and amounts of extra-classroom experience.
7. The principal and other administrators' roles.
8. Provisions for student teachers to observe others at work, etc.

If the audience consists mainly of experienced *cooperating teachers*, while not ignoring the above points, the discussions may well center on issues such as:

1. How can techniques for analysis of pupil-teacher interactions improve student teaching?
2. Use of video-tape recordings.
3. Specific skills needed by *cooperating teachers*.
4. Possible future in-service work for *cooperating teachers*.
5. Coordination of campus methods courses and student teaching.
6. Team approaches to student teaching.

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Produced by WVIZ-TV for the *GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT*, c/o Cleveland Commission on Higher Education, 1367 E. 6th St., Cleveland, Ohio.

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[1] *NOTE:* Now a second tape is available which allows use of the filmstrip in orienting student teachers.

"*MASTER TEACHER AT WORK*"
(Student Teacher Version)

"*MASTER TEACHER AT WORK*" is an 18 minute filmstrip-tape presentation designed for use in orientation and in-service training of *student teachers* in student teaching programs.[1] The presentation stands on its own; however,it may be used with a coordinated film, "*WITH THE GRAIN*," available from the same source as the film-tape. The film-tape develops audio-visually the ideas presented in "TOWARD IMPROVED STUDENT TEACHING," a handbook on student teaching available from the Cleveland Commission on Higher Education.

Purposely, the film-tape presents a rapid, dynamic series of ideas on student teaching which demands careful coordination of picture and sound. For best impact rehearse the entire presentation a time or two before trying it on an audience. Experience has shown that much can be gained by a second showing of the film-tape near the end of the discussion period.

DISCUSSION IDEAS:

When the the film-tape is used before or very early in student teaching, discussion might best focus on basic issues, for example:

1. How to start right!
2. The importance of the cooperating teacher to the success of student teaching.
3. What to expect the first few days.
4. When and how to contact the college supervisor.
5. Specific rules, e.g., on absences, professional ethics, seminars, etc.
6. Need for taking initiative in seeking constructive criticism.
7. Need for tolerance for different views on educational issues.

If first used or re-shown later in the semester, such items as the following might be more relevant:

1. Availability and use of video-tape equipment.
2. Interaction analysis.
3. Inter-visitation opportunities.
4. Seminar needs of both *student teacher* and *cooperating teacher*.
5. Analysis of pupil needs.
6. Individualizing instruction.

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Produced by WVIZ-TV for the *GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT*, c/o Cleveland Commission on Higher Education, 1367 E. 6th St., Cleveland, Ohio.

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[1] *NOTE:* Now a second tape in available which allows use of the filmstrip in orienting cooperating teachers.

EXHIBIT D

GREATER CLEVELAND
STUDENT TEACHING IMPROVEMENT PROJECT

WAYS TO IMPROVE STUDENT TEACHING

BY

Dr. John A. Morford
Dr. Donald B. Swegan

CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street
Cleveland, Ohio 44114
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WAYS TO IMPROVE STUDENT TEACHING

The first year's work has produced a body of facts and findings, has defined many problems, and has stimulated a flow of ideas regarding the strengthening of student teaching. While further research is needed, much of it should be action research: the exploration of ways to implement suggestions and the evaluation of changes and experimental programs. In addition, there are suggestions for change that can be implemented now, without extensive further study.

Most of the improvements suggested below represent the enlargement of practices that now exist here or elsewhere. Some of these improvements would establish, in reality, some practices considered to be necessary by schools and colleges but rarely obtained. All of these improvements will require an investment of interest, effort, and, in some cases funds. It is our belief that they all represent a sound investment by the colleges and schools and will yield benefits in terms of improved teacher education programs, superior teaching, closer college-school relationships, and an even better supply of well educated teachers for the schools.

A. To attract and retain the services of such teachers school districts should:

1. Improve the recognition and status of cooperating teachers by mentioning their work in internal and public communications; having the superintendent and/or board president commend and thank the teacher; and letting it be known that such service is recognition of special qualifications.

2. Proclaim, at frequent intervals, to the public, to parents, pupils and teachers that the school has the right and a duty to participate in teacher training; that cooperating teachers are carefully selected; that their service brings distinction to them and to the schools; that the activity enhances the education of children; and that while it has recruiting implications, student teaching is essentially a clinical training experience.

3. Reward cooperating teachers by a stipend or credit on salary schedule.

4. Make adjustments in their assigned duties to permit them to conscientiously work with the student teacher and the college representatives.

5. Reconsider policies on service that might keep an outstanding cooperating teacher from making a continuing contribution. This is particularly important in view of the growing number of short term or split assignments.

B. Similarly, to attract and retain the services of outstanding cooperating teachers, the colleges should:

1. Affirm the cooperating teacher's status as an associate or adjunct member of the faculty by designating them appropriately, involving them in the professional activities of the college, listing them in catalogs, and taking other steps necessary to develop an on-going corps of cooperating teachers who can give repeated high quality service.

2. Increase the stipends for service to a level commensurate with the required and the substantial increases in tuition in recent years. Student teaching, perhaps the key phase of the undergraduate preparation of teachers, should have a relationship of direct expense to direct income at least as high as other advanced undergraduate activities.

3. Consider a system of liberal tuition allowances for graduate work as a method of compensation. Although only three colleges offer graduate work within the County, a system of tuition exchange could be established to permit undergraduate and more remote institutions to participate without disadvantage. For example: could a cooperating teacher serving Notre Dame College be granted a tuition allowance at John Carroll University or a teacher serving Ohio University receive an allowance at Cleveland State.

C. To enlarge the pool of cooperating teachers, The State Department of Education, should:

1. Eliminate the Master's degree requirement for secondary and special education cooperating teachers since the supply of such teachers is relatively small,* the advanced

---

*Such assignments account for 60 percent of student teaching in the County, but the teachers with Master's degrees represent less than 20 percent of the estimated pool of otherwise qualified teachers.

degree is not generally regarded as an essential requirement, and for these reasons the rule has been frequently ignored by all responsible parties.

2. Implement the frequent proposals to give foundation support for student teaching, e.g., $500 per cooperating teacher. We believe this would result in a quantum increase in the quality of student teaching if it were directed toward the identification and development of a corps of professional 'master' cooperating teachers.

D. To improve the selection of cooperating teachers and the assignment of student teachers, school districts should:

1. Recognize the key role of the principal in selecting, encouraging and - at times - deterring the service of teachers.

2. Do some serious thinking, in conjunction with the colleges, about the qualifications needed by a cooperating teacher. There is evidence that the schools have recommended (and colleges have approved) a significant number of assignments that have been less than satisfactory. In addition, the wide variations among school districts in their estimates of the proportion of qualified teachers, would suggest that substantial differences in criteria exist.

3. Get teachers involved in the selection process.

4. Make the decision as to which teachers are basically acceptable in advance of college's requests.

5. Recognize that saying 'no' when no qualified cooperating teacher is available is in the best interest of all parties.

6. Involve college representatives in the selection process, especially at the time of matching student teachers and cooperating teachers.

7. Increase the practice of interviewing student teacher candidates.

E. To improve the selection of cooperating teachers and the assignment of student teachers, colleges should:

1. Recognize that conscientious efforts to increase recognition and reward of cooperating teachers (as suggested earlier) will reduce turnover, attract more teachers, and vastly simplify the tasks of selection and assignment.

2. Provide more adequate information on the student teacher, considering a common data form for all colleges.

3. Support those districts which interview student teachers by insisting that students make themselves available for interviews.

4. Cooperate with the schools in establishing criteria for selecting cooperating teachers.

5. Evaluate the service of cooperating teachers and share this information with school administrators. This should tend to increase the frequency of service of outstanding cooperating teachers and reduce the service of those whose service has been inadequate.

6. Give careful consideration to ways to develop close relationships with school districts so that the college representative will have a more complete knowledge of the district and its personnel. One approach would involve greater decentralization in the decision making process, assigning to a faculty member or supervisor greater responsibilities in dealing with specific districts. Another means of securing closer relationships involves intensification of student teaching activity in some districts, accompanied by a reduction in the number of districts dealt with. This is discussed in a later recommendation.

7. Work with each other and the schools to establish agreement on request opening dates, deadlines, and cancellation procedures. The outcome of this effort should be a procedure that is less confusing, more equitable, and more likely to produce the best possible set of assignments for the entire year.

8. Develop a common request and confirmation form that can be extended to become the basis of an information system. The minimum goal for this information system would be to generate a periodic census of assignments in the County.

F. To improve orientation for all involved, the schools should:

1. Develop materials describing the district's policies, regulations, and practices for student teaching to supplement the general guide "Toward Improved Student Teaching".

2. Distribute the student teaching guide and, after a period of trial use and revision, regard it, with its college and school supplements, as the only official Handbook for the school district.

3. Insist that the colleges offer and the teachers attend orientation each year, with special attention to new cooperating teachers. This would include a requirement that each

college offer an effective program at a convenient time and place or cooperate with other colleges in joint programs.

4. Recognize that orientation of student teachers requires the participation of administrators, especially principals. The role of the principal in teacher training might be specified in his job description and developed through special orientation programs.

5. Enable the student teachers to learn about the community and the school district and to meet the superintendent, other central office personnel and specialists.

G. To improve orientation for all involved, the colleges should:

1. Develop effective orientation programs, particularly for new cooperating teachers. It may be desirable to offer an orientation at the start of the experience and one or more meetings during the experience.

2. Cooperate with each other to explore the benefits of joint orientation programs so that all cooperating teachers in a district (or several neighboring districts) could attend. The new orientation aids (the guide, the slide-tape presentation and the motion picture on the cooperating teacher - the student teacher relationship) have been jointly developed and would lend themselves to joint use.

3. Plan with each other to reduce the variety of starting dates for student teaching. This would facilitate the development of joint orientation for cooperating teachers and would assist the school administrators in their efforts to orient new student teachers.

4. Develop a graduate course in supervising student teachers. At least one such course is offered by one of the participating colleges now. Such a course serves more than the immediate needs of the cooperating teacher: it provides insights and skills in basic issues in human relations and supervision. If a course of this type could become part of the graduate programs of all the colleges (perhaps through joint listing or assuring transfer of credits) and be offered at convenient times and places, it could improve the skills of a greater number of teachers.

The key participant in student teaching is the cooperating teacher who directs the daily work of the student teacher. Well trained experienced cooperating teachers who have served before with a college probably require little, if any, assistance from a college supervisor. Other cooperating teachers do need the assistance of a supervisor.

In simplest terms, to secure good supervision requires: (1) the attraction of competent experienced professionals who command the respect of both college faculty and school personnel and (2) the organizing of the task so that the supervisors time can be devoted to professional work, with a minimum of loss due to traveling from campus to school and from school to school.

The first aspect is largely a college matter, with issues of status, compensation, and working conditions that may require more attention and more resources. The growing use of joint college-school joint appointments can be helpful in this respect.

H. The second aspect making most effective use of the supervisor - calls for cooperative college-school study and experimentation. Two alternatives, not mutually exclusive should be explored.

1. Through negotiation and careful review of the census data, it should be possible for colleges to concentrate their dealings in fewer districts. A typical college now places 100 students in 9 districts. Could shifts in placement patterns result in utilizing fewer, perhaps three or four, districts? Several favorable outcomes could result:
   a) A greater clustering of students, substantially reducing supervisory travel time and increasing the frequency and length of visits.
   b) Greater knowledge of the schools, that would facilitate better selection of teachers and more appropriate assignments.
   c) Improved attention to orientation of teachers.
   d) For the schools, a reduction in the number of colleges worked with. (The large suburban systems, for example, deal with 6 to 8 colleges now). This could reduce the confusion due to differing college patterns (schedules, forms, practices).
2. Shared supervision. Could colleges with a major supervisory activity in a given system agree to supervise stu-

> dents from other colleges? Could school personnel jointly appointed to the several colleges, provide supervision for all colleges - perhaps in a particular building or system-wide?

Both of the above approaches warrant serious study and action on a trial basis. Neither approach attempts to centralize student teaching. To the contrary, they are suggested as ways to strengthen the bonds between colleges and schools.

Still another proposal suggests that a substantial fee would attract and retain a corps of 'master' cooperating teachers whose skill and experience would render unnecessary the present investment in a supervisory staff. The result might be a stronger program at no increase in total cost.

Finally, it is recommended that colleges and schools continue to work together to improve communications, to evaluate the present and proposed forms of student teaching, and to develop a systematic evaluation, including the student teacher, of each assignment.

In these ways we can make the present structure for student teaching more effective while continually exploring new approaches to this key phase in the preparation of our future teachers.

EXHIBIT E

GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT

1367 East Sixth Street
Cleveland, Ohio 44114
(216) 241-7583

DR. JOHN A. MORFORD, PROJECT DIRECTOR

BRIEF HISTORY OF THE PROJECT

THE GREATER CLEVELAND STUDENT TEACHING IMPROVEMENT PROJECT (STIP), a cooperative research and development effort funded by the U.S. Office of Education for three years, has moved into its final months. Involving the fourteen colleges and universities sending student teachers to Cuyahoga County, and the public and independent school systems receiving them, the STIP coordinated by the Cleveland Commission on Higher Education, has had as its major objectives:

--- to improve methods of assigning and supervising student teachers,

--- to improve the orientation and in-service training of cooperating teachers, and

--- to enlarge professional and community interest in student teaching.

ACTIVITIES TO DATE

During the past two years STIP activities have centered in three areas: (1) conferences, (2) materials development, and (3) research and innovation. Dr. John A. Morford, Coordinator of Teacher Education at John Carroll University, is Project Director. Dr. Donald B. Swegan, the initial Project Director, is now Executive Director of the Cleveland Commission on Higher Education (the coordinating agency).

CONFERENCES

Well over fifty conferences and meetings have taken place under STIP sponsorship, highlighted last spring by an all-day conference on "Innovations in Student Teaching" attended by seventy professionals from area schools and colleges. Other local meetings dealt with topics such as orientation practices for cooperating teachers, legal aspects of student teaching, audio-visual materials, and common request and assignment dates. As a result of the latter meeting, thirteen districts and seven colleges have agreed to follow a common pattern in requesting and assigning student teachers. Other schools and colleges are taking steps to follow this common pattern.

A COORDINATED EFFORT OF THE CLEVELAND COMMISSION ON HIGHER EDUCATION

DR. DONALD B. SWEGAN, EXECUTIVE DIRECTOR
DR. LOUIS N. THEODOSION, ASSOCIATE DIRECTOR

In addition to local conferences, several groups of Cleveland area school and college personnel have traveled, under STIP auspices, to view innovative student teaching programs in Maryland and West Virginia.

One of the main results of this phase of the project's work is that nearly all Cleveland area school and college personnel involved in administering student teaching programs now know one another personally thus facilitating development of cooperative endeavors.

MATERIALS AND DEVELOPMENT

A movie and a filmstrip-tape set highlight the materials produced to date:

> "WITH THE GRAIN," a thirty minute, color, 16 mm movie, with discussion guide, presents a series of open-ended student teacher-cooperating teacher incidents for use in orienting cooperating teachers.
>
> "MASTER TEACHER AT WORK," an eighteen minute, color filmstrip with two sound tapes -- one for orienting student teachers, the other for cooperating teachers. A script and discussion sheet accompany the set.

Both audio-visual items were scripted by William Ellis, with consultation from a committee of area educators led by Sister Mary Josetta of Saint John College, and produced by WVIZ-TV. Dr. Robert Pfeiffer of Kent State University wrote the discussion guide for the film. The guides are available from the Kent State University Audio-Visual Center. Because of tremendous nation-wide demand, six films and filmstrips are now available for rental from the Kent State University Audio-Visual Center.

Both items can also be purchased directly through Miss Betty Cope, Station Manager, WVIZ-TV - Channel 25, 4300 Brookpark Road, Parma, Ohio 44134. The 30 minute color film, "WITH THE GRAIN" is $200.00 and the filmstrip, "MASTER TEACHER AT WORK" is $25.00.

All other materials produced by the project are available from STIP, Cleveland Commission on Higher Education, 1367 East Sixth Street, Cleveland, Ohio 44114. These include:

> "TOWARD IMPROVED STUDENT TEACHING," a handbook for student teachers, which is being used for the second year by eleven colleges and universities. Over 7,000 copies have been distributed to date. The handbook was developed by a committee chaired by Dr. Elsie Nicholson of Case Western Reserve University.
>
> "ENRICHING YOUR CHILD'S EDUCATION," a new double-fold leaflet designed to orient parents and other citizens to the positive aspects of student teaching, is available in

quantity. About 10,000 copies have been distributed and used this fail. Alan Shankland of the Cuyahoga County School Superintendents' Association headed the committee which developed this brochure.

"WAYS TO IMPROVE STUDENT TEACHING," a summary of recommendations resulting from a year long study of student teaching in Greater Cleveland. Single copies are available free from the Project Office.

"STIP NEWSLETTER," is published regularly for distribution to interested teachers and administrators. The Newsletter mailing list now includes all fifty states.

RESEARCH AND INNOVATION

During 1967-1968, STIP coordinated the most comprehensive study of student teaching ever conducted in a metropolitan area. The detailed survey of 1631 student teaching assignments in Cuyahoga County provided an in-depth view of the assignment and evaluation processes as well as a census of all those involved. The report, "Student Teaching in Cuyahoga County 1967-1968," concludes with a series of "Ways to Improve Student Teaching," which is available separately from the STIP Office. Professor Dorothy Becker of Baldwin-Wallace College, Dr. Arnold Berger, formerly with the Cleveland Commission on Higher Education, and Drs. Donald Swegan and John Morford were the principal researchers.

More recently Dr. Francis T. Huck of John Carroll University completed a follow-up study on the same student teachers during their first year of regular teaching (1968-1969). These findings re-emphasized the importance of student teaching and of careful assignments of cooperating teachers. The study also made clear that school districts have a real reason for common interest in improving cooperation in student teaching; while most ex-student teachers began their careers in Cuyahoga county, a majority took their first job in a district other than the one in which they student taught.

Other research and innovation activities sponsored by STIP follow:

"IMPROVEMENT OF SECONDARY SCHOOL-COLLEGE ARTICULATION IN SCIENCE EDUCATION," Sister Ann Gertrude of Ursuline College.

"WORKSHOP ORIENTATION PROGRAM FOR NEW COOPERATING TEACHERS INCLUDING A COMPARATIVE EVALUATION OF PARTICIPANTS' WORK WITH STUDENT TEACHERS," Dr. Ernest Kozma of Baldwin-Wallace College.

"A PLAN FOR IMPROVEMENT OF EVALUATION OF STUDENT TEACHING AND THE TRAINING OF COOPERATING TEACHERS," Dr. Robert Koepper, Cleveland State University.

"A FOLLOW-UP STUDY OF INTERMEDIATE GRADE STUDENT TEACHERS ONE YEAR AFTER," by Sister Thomas Weir, John Carroll University.

"A MODERN APPROACH TO CHEMISTRY LABORATORY EXPERIMENTATION," Dr. James Nuss, Baldwin-Wallace College.

"DEVELOPMENT OF A MODEL FOR TEACHER EDUCATION CENTERS IN GREATER CLEVELAND," Dr. Raymond LeGrand, John Carroll University.

"DEVELOPMENT OF A MODEL FOR MATCHING STUDENT TEACHERS AND COOPERATING TEACHERS ON ATTITUDE AND PERSONALITY FACTORS," by Robert Hohman of Bowling Green State University.

"AN EXPERIMENTAL STUDENT TEACHING CENTER," Roxboro Junior High School in Cleveland Heights in cooperation with John Carroll University.

All except the last project are underway at present and are to be completed this year. In addition, the STIP staff is designing an evaluation study of student teaching itself, as well as drafting a model state statute for student teaching.

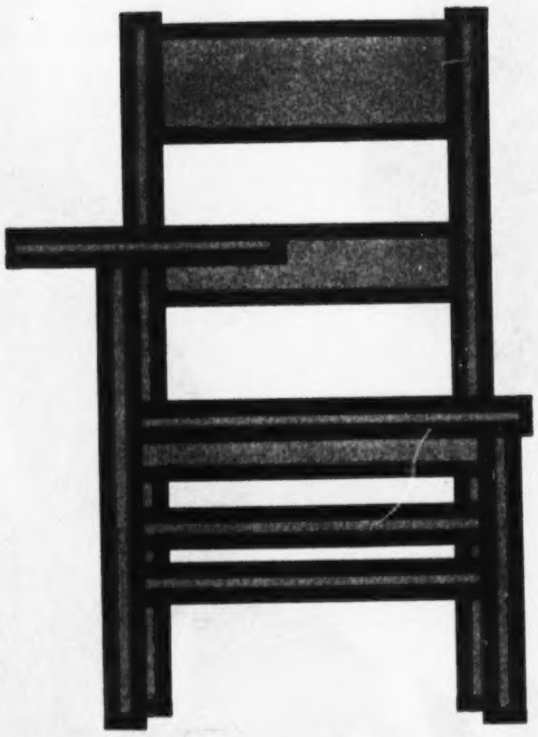
DIRECTIONS FOR THE FINAL YEAR

In addition to completion and reports on the activities mentioned above, during the final eight months of the project a series of meetings are planned to look at future ways in which schools and colleges can cooperate in the improvement of student teaching and teacher education in general.

The two major emphases of the final phase will be (1) changing the role of college supervisors from inspector to that of being a teacher of cooperating teachers, and (2) the establishment of several prototype teacher education centers in the metropolitan area.

Cooperation is the key word in this project, for our work to date has proven beyond a doubt that we can never again pretend to train tomorrow's teachers in yesterday's isolation from one another.

EXHIBIT F



TOWARD IMPROVED STUDENT TEACHING

Guidelines for all participants:

- **Student Teachers**
- **Cooperating Teachers**
- **Supervisors**
- **College and School Administrators**

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Single copies of this publication will be furnished without charge to educational organizations. Inquiries regarding larger quantities are invited.

TEACHER EDUCATION COMMITTEE ▪ CLEVELAND COMMISSION ON HIGHER EDUCATION ▪ 1940 East Sixth Street, Cleveland, Ohio 44114

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INTRODUCTION

This booklet is a description of the general nature of student teaching as it has developed in the Cuyahoga County area. It contains basic information about the organization and goals of the various student teaching programs of the colleges and school systems. It attempts to describe the close partnership of the schools and colleges which is necessary to round out the educational programs of over 1500 student teachers each year.

Student teaching in the Greater Cleveland-Cuyahoga County area is a major undertaking. Overall it involves 7 colleges and universities whose main campuses are in Cuyahoga County and 7 educational institutions whose campuses are located elsewhere in Ohio and Pennsylvania. Furthermore, 34 school systems in the area participate with the colleges and universities by opening their classroom doors to student teachers. Thus, pre-service student teaching opportunities are the result of a cooperative effort on the part of both higher educational institutions and school systems to give student teachers the very best training prior to actual assumption of full-time professional duties. When you come to think of it, it is a unique system for professional education not comparable to any other type of professional training.

Dr. Herold C. Hunt, Eliot Professor of Education at Harvard, in a study prepared for the Cleveland Commission on Higher Education says:

"We view student teaching experiences when properly organized as the keystone of effective teacher education programs. Such experiences can provide the prospective teachers an opportunity to relate concepts and generalizations to the specific classroom situation; perhaps for the first time, the student teacher is personally involved in a teaching-learning situation in which there is a responsibility for crucial decisions and for experiencing the consequences of those decisions."

This booklet contains basic information felt to be generally applicable. Each college has its own calendar, procedures, regulations, and suggestions. In many cases school districts publish their own policies and regulations regarding student teaching. These materials, added to this basic guide, comprise a complete statement applicable to a given student teaching assignment.

WHAT IS STUDENT TEACHING

"Student teaching is a period of guided teaching during which the student, under the direction of a qualified cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities." (From 'The Classroom Laboratory', Ohio Council on Teacher Education, Columbus 1962)

The overall objective of the field experience is to enable the student teacher to develop the skills and attitudes needed for satisfactory performance as a professional teacher. Thus, the experience should encompass the entire role of the teacher, including these objectives and activities:

Developing deeper understanding of the mental, emotional, social, and physical development of boys and girls by:

- Observing the cooperating teacher and jointly developing plans for effective teaching,
- Doing actual teaching in the classroom,
- Holding individual conferences with pupils,
- Preparing, administering, and grading tests,
- Becoming familiar with standardized tests,
- Making case studies of a pupil or pupils,
- Attending conferences with other teachers, and guidance personnel,
- Working with slow learners and gifted pupils,
- Making anecdotal references,
- Studying cumulative records.

Learning how to select, organize and present classroom work in a variety of ways by:

- Providing for individual differences among pupils,

- Planning and teaching one or more units of work using various approaches, methods, and materials,
- Providing for and guiding classroom discussion,
- Observing other teachers in actual teaching situations.

Learning how to develop and maintain a workable environment in the classroom by:

- Learning to use audio-visual materials and equipment,
- Maintaining proper light, heat, and ventilation when possible,
- Arranging seating of pupils,
- Preparing bulletin boards,
- Handling minor discipline problems.

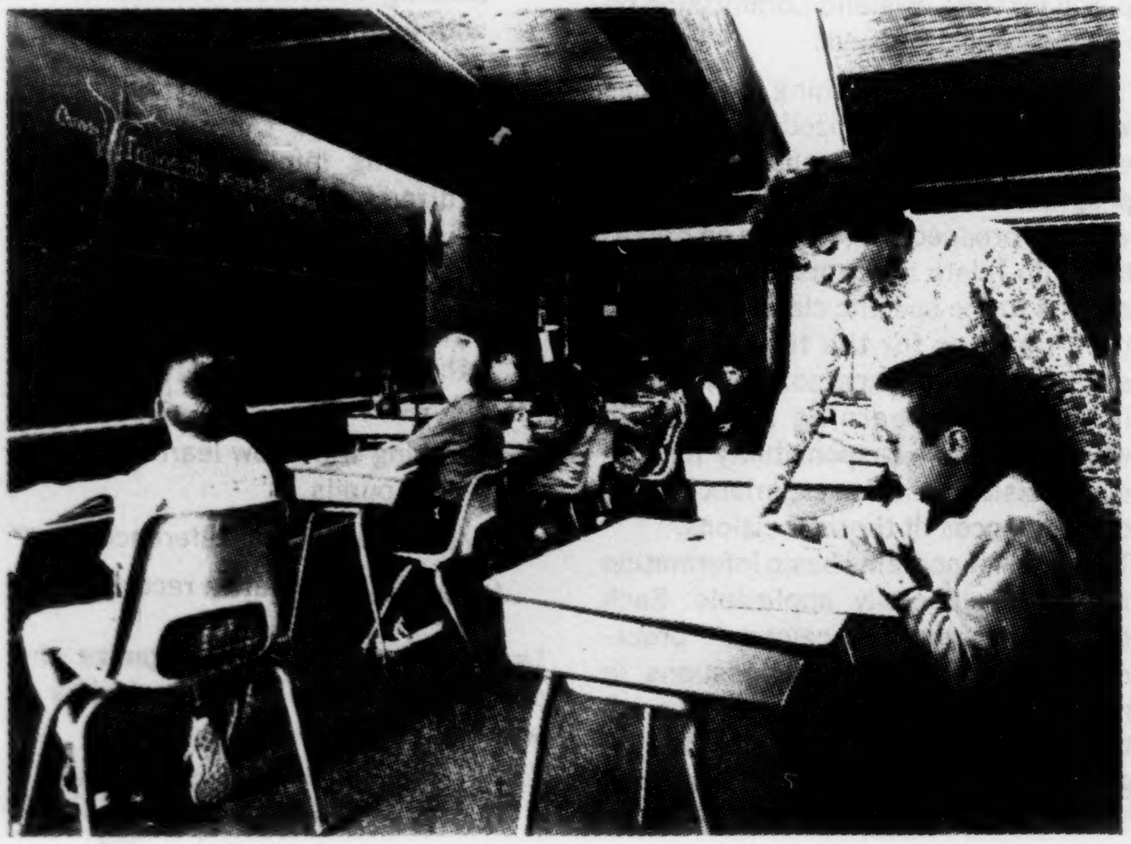
In addition to classroom activities, the total role of the student teacher includes:

- Assisting with parent conferences,
- Accepting duties such as study hall, playground, lunchroom, and library supervision, under the guidance of the cooperating teacher,
- Maintaining records and preparing reports of attendance, grades, and other data,
- Learning how to obtain and use school equipment, supplies, and instructional resources,
- Attending faculty meetings and other professional meetings conducted by the school system or by professional groups,
- Attending school functions such as club meetings, plays, concerts, athletic events, P.T.A. meetings and open house. (When possible student teachers should observe and assist in planning and supervision of these extra-class activities.)

Student teaching is far more than a required part of the professional preparation of a teacher. It is a learning experience — an opportunity to develop skills and understandings that cannot be developed in the college classroom.

A rich, varied experience is the goal. In some cases a student teacher will be assigned to more than one cooperating teacher for experience in other grade levels or subjects. Multiple assignments or an experience with team teaching are also possible. Ideas may be gained regarding motivation, skill development, techniques, and discipline. It may also be useful for the student teacher to observe his students in another subject matter area under another teacher.

The cooperating teacher and the principal, with the advice and aid of the supervisor, can provide broad opportunities for the resourceful student teacher to participate in the many and varied activities of the school program.



ORGANIZATION OF STUDENT TEACHING

OHIO STATE DEPARTMENT OF EDUCATION

The **State Department of Education** establishes minimum standards and guidelines for student teaching throughout the State.

THE COLLEGES AND UNIVERSITIES

The **Director of Student Teaching** is a faculty member who is responsible for the planning, direction and coordination of all student teaching activities. In some cases he may direct other professional laboratory experiences.

The **Supervisor,** working under the Director of Student Teaching, is also a member of the faculty and, in some cases, holds positions in both the college and a school system. He is responsible for the actual supervision and direction of the student teacher. The supervisor and the cooperating teacher are jointly responsible for effecting the most productive classroom experiences possible for the student teacher.

THE SCHOOL SYSTEMS

The **Principal** of the cooperating school has three major duties: (1) selection of the cooperating teacher, (2) approval of assignments, and (3) orientation of the student teacher.

In many school systems an **Administrator,** often an Assistant Superintendent or Personnel Director, is responsible for making assignments and planning and administering the student teaching program.

THE PARTICIPANTS

Actually the key individuals in student teaching are the **Student Teacher**—the college student engaged in the experience—and the **Cooperating Teacher**—the classroom teacher to whom the student teacher is assigned.

COOPERATION

Joint college-school responsibilities are found in every phase of the activity, from assignment through final evaluation. Successful student teaching requires a clear understanding of objectives, duties, and responsibilities.

ASSIGNMENT

The assignment of student teachers involves three procedures: (1) the screening of student teachers, (2) the selection of potential cooperating teachers and (3) the determination of a student teacher—cooperating teacher assignment satisfactory to both college and school administrators.

THE STUDENT TEACHER'S QUALIFICATIONS

The college requirements for admission to student teaching include:

- Completion of certain required undergraduate courses in education and the behavioral sciences;
- Academic performance significantly above the level required for graduation;
- Maturity and emotional stability as determined by faculty opinion, personal recommendations, and personal interviews.

THE COOPERATING TEACHER'S QUALIFICATIONS

Qualifications recommended by the State Department of Education are:

- Three years' experience, with at least the preceding year in the present teaching position;
- Elementary teachers—a Bachelor's degree;
- Secondary and special education teachers—a Master's degree.

The cooperating teacher is selected for demonstrated ability and willingness to supervise a student teacher. High quality teaching performance, positive personal and professional attitudes, education and experience are qualifications most sought after.

He should be willing to participate in an orientation program designed to introduce the basic principles of student teaching supervision. The cooperating teacher should appreciate the importance of student teaching as the keystone of professional preparation.

Principals play a major role in selecting cooperating teachers by nominating outstanding members of their staff. Frequently, college supervisors will suggest the names of teachers with whom they have worked in prior years.

THE ASSIGNMENT

The assignment itself is, ideally, a careful matching of student teacher and cooperating teacher. The process includes an exchange of information between the college representative and a school administrator. While the college considers the student's preferences, the fundamental concern is to assign him to a qualified cooperating teacher in the appropriate subject and grade level.

Several personal interviews may be necessary. Principals or school district administrators may wish to interview the prospective student teacher. Similarly, college representatives may wish to meet the prospective cooperating teachers who have not previously worked with their college.

When the college and school administrators concur on a student teacher—cooperating teacher assignment, the student and teacher are notified that a commitment has been made.

ORIENTATION

The assignment determines that a particular team—student teacher, cooperating teacher, pupils, principal, supervisor and administrators—will work together in a student teaching program. An orientation program is required to develop this team into an effective student teaching instrument.

THE COOPERATING TEACHER

The cooperating teacher will receive this booklet and other materials from the college. Colleges conduct orientation sessions for cooperating teachers prior to or concurrent with the initiation of the student teaching program. These meetings may be conducted by a single college, several colleges jointly or by combined efforts of both schools and colleges.

THE STUDENT TEACHER

Each student teacher participates in an orientation program conducted by his college. The Director of Student Teaching and supervisors review the objectives and plans for student teaching. Methods instructors and supervisors review the principles of lesson planning, unit construction, classroom management and related subjects. The program may precede or be concurrent with the student teacher's introduction to the cooperating school. Some colleges consider the orientation program to be the first part of a course or seminar that continues throughout the student teaching experience.

INTRODUCTION TO THE SCHOOL

The principal and the cooperating teacher discuss the academic record and past experience of the student teacher and then plan for his introduction to the early steps in the student teaching program. The student teacher's status should be firmly established before he arrives and every effort should be made to maintain a high level of acceptance throughout the student teaching period. The principal or the cooperating teacher should inform the pupils that their class has been chosen to have a student teacher and that they can expect many benefits from his activities. Emphasis should be upon the fact that he is another teacher, assisting in their classroom activities.

The principal will introduce the student teacher to other school personnel. He provides desk space, copies of texts and manuals and other records and materials that will help the student teacher in his work. The student teacher should also expect to receive information concerning:

- The school, its policies, programs and pupils;
- The duties of the school staff and his relationship to them;
- School routine, e.g., working hours required, meetings and reports, and extra-curricular responsibilities;
- The school plant, available facilities, and their use.

The cooperating teacher and the cooperating school administration and faculty should establish a warm and receptive climate for the new student teacher. Student teachers who feel that they are wanted and accepted in the cooperating school will secure the maximum benefit from their experience.

THE FIELD EXPERIENCE

INTRODUCTION

Although the preparatory steps to orient the student teacher are most important, they are but a prelude to the actual field experience.

The field experience is the essence of student teaching. In the field experience the student teacher will:

- Assess his strengths, weaknesses, and potential as a teacher;
- Develop his own creative ways of thinking and doing, based on sound procedures;
- Gain confidence in his ability to communicate his skills and to work with others;
- Determine what further study and practice are needed in the continuing task of self-improvement;
- Develop an understanding of the school as a community educational institution and of the role of the teacher as an integral part of the system.

JOINT RESPONSIBILITIES

The paramount consideration for colleges, schools, teachers, and student teachers is the welfare of the children. Student teaching should in no way detract from a quality education for the children; in fact, at its best, the proper utilization of the student teacher can result in an experience that benefits both him and the pupils.

What are these joint responsibilities? First is the recognition that the cooperating school system's approval of the assignment places the student teacher under some of the same legal obligations as those of the cooperating teacher. The student teacher should feel the same responsibility for the educational progress of the students as he would were he under contract to teach them. He should become thoroughly acquainted with the philosophy of the cooperating school and its rules and regulations. He must exercise prudence in all his professional activities.

Secondly it should be recognized that the presence of the student teacher does not dilute the responsibility and authority of the cooperating teacher. Effective and frequent supervision of the student teacher is necessary. The cooperating teacher has continuing responsibility for control of the classroom. Supervision is the key to a quality student teaching experience. The student teacher should not be permitted, except in extreme emergency, to act as a substitute teacher.

The student teacher is a co-worker — a colleague in the classroom; but he must be keenly aware of the greater experience and the responsibilities of the cooperating teacher. Despite the student teacher's urge to innovate, explore, and experiment, he cannot lose sight of his responsibility to the pupils. The school administration and the cooperating teacher should, however, keep in mind that student teaching is a learning experience and, within the framework of school regulations, should encourage inquiry and experimentation.

One of the major functions of the college supervisor lies in helping the cooperating teacher and the student teacher to fully understand their joint responsibilities and to resolve any problems that develop during the experience.

It is the responsibility of the college supervisor to acquaint himself with the policies of the school system and introduce himself to the administration of the cooperating school. His visits to the school should be known in advance by the school administration, preferably through a schedule of planned visits developed early in the assignment period.

PLANNING

Careful planning is the keystone of effective teaching. The cooperating teacher assists the student teacher to develop skill in preparing and implementing instructional plans. All materials presented to the class by the student teacher, including instructional plans, examinations and other materials, should be submitted to the cooperating teacher for evaluation, suggestions, and approval. This close supervision should encourage, not inhibit, the creative efforts of the student teacher to develop a well-planned instructional sequence consistent with educational objectives.

The student teacher should, for example:

- Learn the class schedule and the daily program followed by the cooperating teacher;
- Become acquainted with the work of the entire year, not merely that portion for which he might be directly responsible;
- Prepare each day so that he could assume responsibility for the instructional program in an emergency. In this way he continuously identifies himself with the work of the class and of the cooperating teacher.

CLASSROOM INSTRUCTION

The classroom is the laboratory for the student teacher.

Standards established by the Ohio State Department of Public Instruction state that student teaching should be a minimum of six semester hours, including directed observation, classroom teaching and other activities. In satisfying these requirements 18 clock hours of actual classroom teaching shall be done for each semester hour of college credit given.

Limited participation and short segments of teaching are initiated early in the field experience. The student teacher should not be a passive observer for an extended period of time.

Gradually increasing the student teacher's participation enables him to develop the poise and confidence necessary for full teaching responsibility. Individual differences rule out the possibility of establishing a definite timetable for the student teacher's reaching the point of full instructional responsibility. The cooperating teacher must make this judgement, guided by the student teacher's early performance, the nature of the classroom situation, and the advice of the college supervisor.

The student teacher is expected to develop good standards of classroom management and control. Pupils will evaluate his effectiveness as a teacher by his performance and not by his effort to be a good fellow.

The cooperating teacher assists the student teacher to develop effective methods and techniques by providing opportunities for participation and by demonstrating superior instructional procedures, including discussion of the reasons for their success. He also should encourage the student teacher to question and discuss methods and techniques and to develop an appropriate individual approach to teaching.

The college supervisor will observe the student teacher in action and make suggestions to benefit his development. The supervisor will, if requested, offer suggestions and provide information to aid in the improvement of instruction in the classroom.

PROFESSIONAL CONDUCT

To the pupils and the community the student teacher represents his college, the school district and the teaching profession. For these reasons a good professional attitude is an enormously valuable asset. The cooperating teacher, chosen for his leadership qualities and professional standing, is the student teacher's guide to professional excellence. Careless professional conduct such as poor attendance, open criticism of colleagues or misuse of confidential information may limit the prospective teacher's future teaching career.

The student teacher will have access to confidential information about pupils. It is not, for example, considered good practice to discuss pupils with other persons, except when authorized by school officials. Public places, social gatherings and the teachers' lounge are not appropriate places for discussions about individual pupils.

Disagreements with the cooperating teacher, the university supervisor, or the school or college administration, should not be aired publicly. Such open criticism is considered unethical, invites resentment and may damage carefully nurtured relationships.

Similarly the faculty and administration of the school system represent the teaching profession in the eyes of the student teacher. Their professional behavior, appearance and attitudes should serve as a guide to the student teacher.

Thus, it is in the interest of all parties involved in the student teaching program to observe high standards of conduct.

ATTENDANCE

Student teachers should conform to the time schedule of the cooperating school whenever possible; they follow the vacation schedule of the cooperating school rather than the college's academic calendar. Except for part-day assignments, the student teacher should observe the same rules for arrival and departure as apply to the regular faculty and staff of the cooperating school. The student teacher should learn when regular staff members are expected to report to the school in the morning, and should himself report not later than that time. Similiarly student teachers should observe the school regulations regarding departure time. Arrangements to deviate from this time schedule should be approved by the cooperating teacher and, if necessary, by the principal.

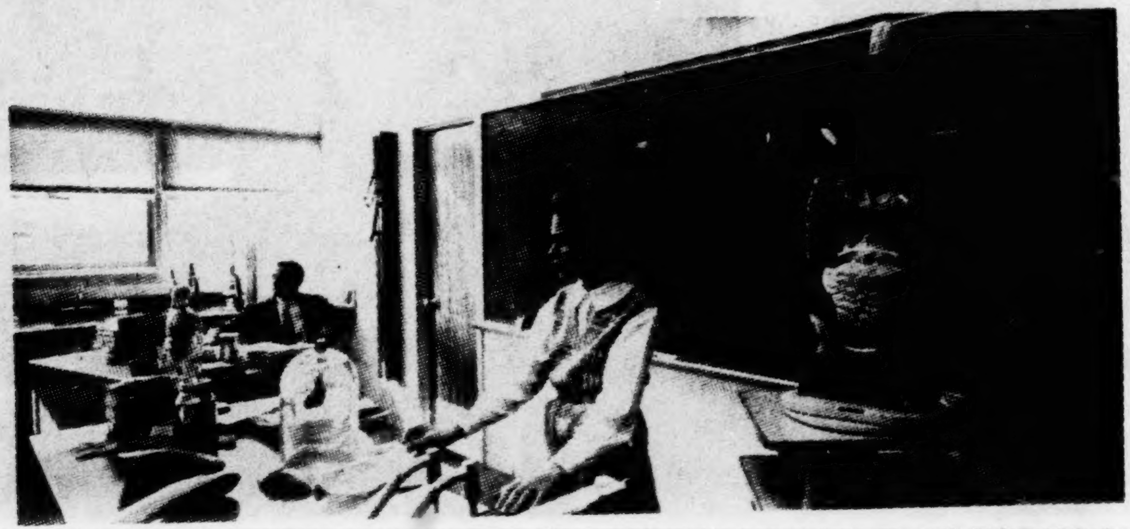
The student teacher is expected to meet his assignment each day unless prevented by illness. In case of illness the college supervisor, the principal and/or the cooperating teacher must be notified as soon as possible. Requests to be absent from the cooperating school for reasons other than illness must be cleared well in advance of the anticipated absence. The proper procedure is to request permission from the college supervisor. If the request is approved it is then submitted for final approval to the principal and the cooperating teacher.

EVALUATION

A CONTINUING PROCESS

Evaluation is an essential and continuing element in the student teaching experience, beginning with the first days in the classroom and ending with a formal written evaluation at the close of the student teaching period.

A basic consideration in evaluating the student teacher's work includes his demonstration of skills, understandings and attitudes which are necessary for success in teaching. Evaluation is a daily, on-going responsibility of the cooperating teacher and the student teacher, with assistance from the col-



lege supervisor and the school administration. The evaluation process should include the development of skill in self-evaluation.

Each observation by the cooperating teacher should be followed by a conference to discuss the instructional experience. The student teacher, desiring helpful and frequent evaluation of his efforts, may take the initiative in arranging for a conference.

Some evaluation conferences may review many facets of the student teacher's performance, while other discussions may focus on a single element. At times the cooperating teacher may make judgements and offer both criticisms and suggestions. On other occasions it may be more appropriate for the cooperating teacher to encourage the student teacher to review and analyze the situation and to evaluate his own performance.

Evaluation is a sensitive process but criticism, encouragement, and suggestions must be offered and accepted as a part of the job to be done. There are, of course, extremes in the evaluation process that should be avoided. These include unwarranted praise which develops a false sense of confidence in the student teacher; continued criticism that can weaken confidence; and discussions in the presence of pupils or other teachers that may embarrass the student teacher.

The college supervisor assists in the evaluation process by conferring with the student teacher and the cooperating teacher, by direct observations in the classroom, and through joint discussions of the student teacher's progress. The principal should be included in some of these discussions.

Interim evaluation reports by the cooperating teacher may be used to assess progress and needs at the halfway point in the student teacher's program.

FINAL EVALUATION

A final confidential evaluation of the student teacher is made by the cooperating teacher, using a form furnished by the college. Generally these forms request information on professional attitudes, personal qualities, knowledge and preparation, teaching performance and classroom routine. The data become part of the student teacher's credentials at the college placement bureau. The final student teaching grade or evaluation is determined by the college and is based, principally, on the written evaluations made by the cooperating teacher and the college supervisor.

For the college student, student teaching is a one-time experience, but to the college and school administration it is a continuing activity. For this reason many colleges and schools systematically ask for the opinions of the participants regarding the entire experience. This information is used in an effort to strengthen all aspects of student teaching, including selection, assignment, orientation and supervision.

CONCLUSION

What is necessary to produce an outstanding pre-service experience that stimulates and enriches all participants?

First — **information.** This guide, with its general description of the student teaching process. Specific information on student teaching, furnished by the student teacher's college and the cooperating teacher's school system. Orientation sessions. Information provided by the college faculty, drawing from their many experiences in student teaching and from the large and growing literature on the subject. And, of course, texts, notes and other materials to aid in teaching.

Second — **motivation.** This commendable — and essential — willingness to participate fully and cooperatively is not the result of the immediate tangible benefits: a graduation (and certification) requirement met by the student; a small fee, in cash or tuition allowance, usually received by the teacher; or the relatively few student teachers who will return to teach in the cooperating school. What produces this motivation in tens of thousands of situations throughout the nation is the appreciation of the importance of student teaching.

Consider what is involved nationally: the quality of what is probably the most important phase in the preparation of teachers—our largest and most important profession. And, on an individual basis, student teaching, in its various forms and names, is a vital and enduring step in the career of a new member of a great profession.

ACKNOWLEDGEMENTS

This publication is part of a continuing college-school effort to strengthen student teaching in the Cuyahoga County area, as recommended in the Cleveland Commission study of 1964 by Dr. Herold Hunt entitled "Toward Improved Teacher Education." The total project strives, through research and action, (1) to enhance community and professional interest in student teaching, (2) to develop more effective methods of assignment and supervision of student teachers, and (3) produce materials for orienting cooperating teachers.

Support for this program was provided by an United States Office of Education grant, the Cleveland Commission on Higher Education, and participating schools and colleges.

A joint school-college committee, under the chairmanship of Dr. Elsie Nicholson, Director of Student Teaching of Case Western Reserve University, prepared this basic guide. Representatives from the colleges and schools listed below offered suggestions and reviewed materials included in this booklet.

PARTICIPATING COLLEGES AND UNIVERSITIES

Allegheny College
Baldwin-Wallace College
Bowling Green State University
Case Western Reserve University
Cleveland State University
Hiram College
John Carroll University
Kent State University
Miami University
Notre Dame College
Ohio State University
Ohio University
St. John College of Cleveland
Ursuline College for Women

SCHOOL SYSTEMS in cooperation with the Cuyahoga County School Superintendents' Association

Bay Village
Beachwood
Bedford
Berea
Bratenahl
Brecksville-Broadview Heights
Brooklyn
Chagrin Falls
Cleveland City
Cleveland Diocesan Schools
Cleveland Heights-University Heights
Cuyahoga County School System
Cuyahoga Heights
East Cleveland
Euclid
Fairview Park
Garfield Heights
Independence
Lakewood
Maple Heights
Mayfield
North Olmsted
North Royalton
Olmsted Falls
Orange
Parma
Richmond Heights
Rocky River
Shaker Heights
Solon
South Euclid-Lyndhurst
Strongsville
Warrensville Heights
Westlake

Project Director — Dr. Donald B. Swegan, Professor of Education,
Baldwin-Wallace College

Project Administrator — Dr. Arnold H. Berger, Associate Director,
Cleveland Commission on Higher Education

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FINAL RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

Volume 2 of 3

The Improvement of Student Teaching Through a Consortium of Greater Cleveland Schools and Colleges

John A. Morford, Ed.D.
Donald B. Swegan, Ed.D.

Appendix D.	Analysis of Student Teaching in Metropolitan Cleveland, Ohio, 1967-1968.
Appendix E.	A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position.
Appendix F.	A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

OCTOBER, 1970

The research reported herein was performed pursuant to a grant OEG-0-8-000181-1899 (010) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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A NOTE TO THE READER

This is Volume 2 of a three volume report on the Improvement of Student Teaching through a Consortium of Greater Cleveland Schools and Colleges. Volume 1 includes the narrative description of the report as well as several appendices listing the project's participants and the materials produced.

This volume includes three research reports on the status of student teaching in Greater Cleveland, as follows:

Appendix D. Analysis of Student Teaching in Metropolitan Cleveland, Ohio, 1967-1968.

Appendix E. A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position.

Appendix F. A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience.

Volume 3 includes other research reports conducted within the scope of the project.

Appendix G. A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers

Appendix H. A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year.

Appendix I. A Conceptual Teacher Education Center Model.

Appendix J. The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment.

Appendix K. Improvement of Secondary School-College Articulation in Science Education.

Appendix L. A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level.

Copies of the individual volumes can be obtained from the Cleveland Commission on Higher Education, 1367 E. 6th Street, Cleveland, Ohio 44114.

APPENDIX D

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

Analysis of Student Teaching
Metropolitan Cleveland, Ohio, 1967-1968

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
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AUGUST, 1968

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Dr. Arnold H. Berger

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Prof. Dorothy Becker

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WAYS TO IMPROVE STUDENT TEACHING

Dr. John A. Morford
Dr. Donald B. Swegan

ACKNOWLEDGEMENTS

This publication is part of a continuing college-school effort to strengthen student teaching in the Cuyahoga County area, as recommended in the Cleveland Commission study of 1964 by Dr. Herold Hunt entitled "Toward Improved Teacher Education." The total project strives, through research and action, (1) to enhance community and professional interest in student teaching, (2) to develop more effective methods of assignment and supervision of student teachers, and (3) produce materials for orienting cooperating teachers.

Support for this program was provided by an United States Office of Education grant, the Cleveland Commission on Higher Education, and participating schools and colleges.

The Committee on the Coordinated Assignment of Student Teachers served as an advisory committee on all phases of this study:

John Morford, Chairman
  John Carroll University

Marion Blue
  Hiram College
Glenn Booth
  Mayfield City School District
William Graham
  Ohio University
Ronald Handy
  Cleveland City School District
Dean Kelly
  Berea City School District
Father John Leahy
  Catholic Board of Education
Robert Morris
  Shaker Heights City School District
Robert Pfeiffer
  Kent State University
Alan Shankland
  Cuyahoga County School Superintendents' Assoc.
Larry Stevenson
  South Euclid-Lyndhurst City School District

Donald B. Swegan served as Chairman of the Teacher Education Committee and Director of the overall Student Teaching Project. Arnold H. Berger was Project Administrator.

The data were collected through the cooperation of the Directors of Student Teaching in each college, an administrator in each school district, the student teachers and cooperating teachers. Messrs Fred Manning and Harry Hennessey of the Cuyahoga County Board of Education and Mr. Edward Horst furnished the necessary data processing and programming services. Mr. Jerry Hammet, Director of the Division of Computer Services and

Statistical Reports, of the State Department of Education provided lists and assistance in developing codes and classifications for data. Mrs. Charles Andrews, Miss Barbara Kovach, and Miss Jan Roberts provided coding, follow-up, and general administrative assistance.

PARTICIPATING SCHOOL SYSTEMS

Bay Village
Beachwood
Bedford
Berea
Bratenahl
Brecksville-Broadview Heights
Brooklyn
Chagrin Falls
Cleveland City
Cleveland Diocesan Schools
Cleveland Heights-University Heights
Cuyahoga County School System
Cuyahoga Heights
East Cleveland
Euclid
Fairview Park
Garfield Heights
Independence
Lakewood
Maple Heights
Mayfield
North Olmsted
North Royalton
Olmsted Falls
Orange
Parma
Richmond Heights
Rocky River
Shaker Heights
Solon
South Euclid-Lyndhurst
Strongsville
Warrensville Heights
Westlake

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Kent State University
Miami University
Notre Dame College
Ohio State University
Ohio University
Saint John College of Cleveland
Ursuline College for Women

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INTRODUCTION

Background

The education of teachers is the proper concern of colleges and schools. In Cuyahoga County, with seven teacher education institutions and over thirty school districts, study and action to strengthen teacher education is often most appropriately undertaken on a collaborative basis.

Thus, in 1964 the Cleveland Commission on Higher Education, (the association of all colleges in the County) and the Cuyahoga County School Superintendents' Association, with the aid of the Martha Holden Jennings Foundation and the Stark Fund of the Cleveland Foundation, jointly conducted a study entitled Toward Improved Teacher Education in Greater Cleveland. That report provided specific recommendations for improving teacher preparation in schools and colleges in Greater Cleveland (Cuyahoga County). A number of these recommendations dealt with suggested improvements in student teaching.

It was clear that the complex pattern of student teaching activity and the cooperation inherent in all student teaching called for a collaborative approach to improvement and expansion. For this reason the Commission organized a consortium of schools and colleges to determine ways and means to strengthen student teaching. A research grant from the U.S. Office of Education, and the contributions of the Commission and the consortium members provided the resources for a planned three year program of research, innovation, and evaluation.

Objectives of the Student Teaching Project

The goals of the project are to determine, through research, and to implement, through individual and cooperative action, ways to strengthen and expand student teaching. There are several major objectives:

- to improve methods of assigning and supervising student teachers,
- to improve the orientation of cooperating teachers,
- to enlarge professional and community interest in student teaching,
- to increase student teaching activity in this area.

The Teacher Education Committee, consisting of representatives of consortium institutions and of all other colleges interested in student teaching in the Greater Cleveland area, defined three first year goals and established a joint college-school committee to study and pursue each of them:

1. Development of a uniform basic guide to student teaching.
2. Development of audio-visual materials for orienting cooperating teachers.
3. Coordinated assignment of student teachers.

Assignment and Supervision of Student Teachers

The committee on the Coordinated Assignment of Student Teachers (CAST), composed of college department chairmen, directors of student teaching and school district administrators, concluded that accurate and complete information on many aspects of student teaching was necessary. Data from four sources were needed:

1. Student teachers: college, permanent home, assignment, residence, etc.
2. Cooperating teachers: education, experience, assignment, etc.
3. Colleges: schedules, practices, procedures, etc.
4. Schools: regulations, policies.

Section One of this report describes 1967-1968 student teaching activity, using demographic data developed from a census of student teachers and cooperating teachers.

ANALYSIS OF STUDENT TEACHING
METROPOLITAN CLEVELAND, OHIO, 1967-1968

Part One:

A CENSUS OF 1967-1968 STUDENT TEACHING ACTIVITY

Dr. Arnold H. Berger
Cleveland Commission on Higher Education

INTRODUCTION

This report is a census of student teachers and cooperating teachers in the schools in Cuyahoga County, covering the period of September, 1967 through June, 1968. Although the report is essentially demographic and does not attempt to assess the many qualitative aspects of student teaching, it is the most comprehensive study ever made on student teaching in this area.

This census describes what is certainly the most complex student teaching situation in this state and perhaps one of the more complex in the nation: over 1600 student teaching assignments, independently made and supervised by seventeen colleges, in thirty-two school districts.

Its purpose is to provide the basic data that might be used by the colleges and schools in a joint exploration of ways to strengthen student teaching programs thereby improving the preparation of teachers and attracting greater numbers of qualified teachers to the Cleveland area schools.

Method

After the Committee on the Coordinated Assignment of Student Teachers (Project CAST) established the need for a census of student teaching activity, the Cuyahoga County School Superintendents' Association endorsed this study and offered their cooperation. The CAST Committee then developed two census forms: one for demographic data from the student teacher, the other for data from the cooperating teacher.

In January 1968 census forms were sent to a representative in each school district. They, in turn, distributed these forms to the cooperating teachers and returned them to the CAST Committee. The colleges, in a similar manner, surveyed their student teachers. Aided by a cross-checking procedure involving matching the student teacher forms with the appropriate cooperating teacher forms, 1604 assignments were identified.

In May 1968 the preliminary findings were presented to all participating schools and colleges. In June the colleges and schools reviewed their data and provided corrections and additional data, raising the total count to 1631 assignments.

A questionnaire completed in May by each college's Director of Student Teaching provided data on total student teaching activity, past, present and projected.

Census Coverage, Definitions and Method

There are many varieties of field experience in teacher education. This census covers only one: undergraduate student teaching. Other field experiences at the undergraduate level and all graduate experience, e.g., M.A.T. internships, are excluded as are the relatively few summer session student teaching assignments.

The basic unit of reporting in this study is the assignment: a student teacher - cooperating teacher relationship. The assignment is a unit of service, not an individual. Thus, virtually all parts of this study are in terms of student teaching assignments (STA's) or cooperating teacher assignments (CTA's). In this manner some student teacher and cooperating teacher characteristics are reported more than once. For example, the certificate held by each teacher who served with two student teachers is reported twice, once in connection with each assignment. Similarly, two assignment records have been created for a student teacher who had two assignments, e.g., elementary and secondary art, and each would include his basic personal data: college, home, temporary residence, etc.

All responses were paired by matching the student teacher forms with those from the cooperating teachers. In over eighty percent of the cases, the form for the other party to the student teacher - cooperating teacher relationship had been received. Thus, through direct response or cross-checking, an estimated 96 percent of the existing assignments have been identified. While cross-checking provided basic data (names, institutions, subject, grade, time), it could not furnish personal data such as student teacher's home and temporary residence, and cooperating teacher's education and experience. In developing percentages such no-responses were ignored in the calculations. For example, the percent of teachers with Master's degrees considers only those cases where information on education was furnished. While no investigation of non-response bias has been made, the non-response is less than 20 percent of the total population and is not likely to have significantly influenced the results. In the few instances where non-response in a college or school district exceeds 50 percent, the results have not been tabulated.

Major Findings

During the period September 1967 - June 1968, 1498 students from seventeen colleges participated with 1430 teachers in thirty-two school districts in a total of 1631 student teaching assignments.

Student teaching activity has expanded at the rate of 120 student per year in recent years. Larger increases, averaging 150 annually, are expected in the next three years. The seven teacher education institutions in the County account for 45 percent of the activity and expect to maintain that share.

The student teaching programs range from 6 to 18 weeks duration, from 3 to 8 hours per day, and from 165 to 630 total hours.

Students reported their homes as follows: Cleveland, 19 percent; Cuyahoga County suburb, 48 percent; elsewhere in Ohio, 19 percent; outside Ohio, 13 percent. A majority of students did not change their normal residence to do student teaching. Of the 48 percent who did relocate, three out of five moved home or with relatives.

The 1631 assignments were the result of 149 college-school district relationships. The smallest fifth (30) of these relationships involved only one student each, or only 2 percent of the total activity. The most active fifth of the relationships accounted for 68 percent of the total assignments.

The number of colleges working with a school system tends to increase with the number of assignments and with the size of the school system. Small districts typically deal with two or three colleges; the larger suburban districts work with six or seven; while the largest districts cooperate with fourteen colleges.

The number of school systems utilized by the colleges also tends to increase with the number of student teachers to be placed, but there are notable exceptions to this pattern. A typical (median) pattern is that of a college placing 99 assignments in eleven school districts.

Unlike many other areas in Ohio and elsewhere, no one college exerts a dominant influence on student teaching; no one college now has or expects to have (1970-1971) as much as 25 percent of the total activity.

Although the average school district had 10 assignments per 100 teachers, the rates of participation ranged from 4 to 24 assignments per 100 teachers.

The State Department of Education norms for cooperating teachers call for a Bachelor's degree and 3 years experience for elementary school assignments. Nearly all teachers satisfied the requirements. At the secondary level, less than 60 percent of the assignments met norms, due to the Master's degree called for in the state guidelines.

Turnover among cooperating teachers is high, 49 percent of cooperating teacher assignments were conducted by teachers who had not served in the period 1965-67. Only one-third had prior service with the same college. Only 41 percent had met the state standards and had served in the two previous years. Finally, only 26 percent met the standards and had prior service with the same college.

The 1631 assignments were distributed in 350 of the 598 school buildings in the County. While some colleges placed students in small groups, 39 percent of the assignments were classified as 'alone', i.e., they were the only assignment from a given college in a building at a given time.

Colleges concentrating their dealings with few school districts tended to have a smaller proportion of assignments classified as 'alone' and a higher proportion of repeated service by cooperating teachers.

Student Teaching Assignment Patterns

Student teaching in the schools in Cuyahoga County has grown at the rate of 120 students annually in recent years. The next three years are expected to hold greater increases, averaging an additional 150 students annually. Assuming that the proportion of multiple assignments (now 14 percent of total assignments) does not change, the year 1970-1971 will require 2080 assignments, (Table I).

The future growth is the result of the three forces which have caused past expansion: (1) enrollment gains in many colleges, (2) an increased share of total college activity, and (3) the participation of additional universities.

The seven teacher education institutions located in the County now account for 45 percent of the activity. Their projections indicate holding of this share. The five state universities now participating are responsible for 61 percent of the students. This proportion will rise to 70 percent, roughly equal to their statewide role in teacher preparation.

Assignment patterns, reflecting each college's usual practice, are arrayed on Table 2. Although the prevailing pattern is for a 10-12 week experience for 7-8 hours daily, the range is substantial. The plans range from 6 to 18 weeks, from 3 to 8 hours per day, and from 165 to 630 total hours.

The annual pattern of assignments can be noted in Table 3. Taking into account the overlapping of semesters and quarters reveals only a moderate trend toward higher activity in the Spring:

Fall Semester (277) and Fall Quarter (297) = 574 assignments

[1] Fall Semester (277) and Winter Quarter (367) = 639 assignments

[1] Spring Semester (241) and Winter Quarter (367) = 603 assignments

Spring Semester (241) and Spring Quarter (454) = 695 assignments

Table 4 lists the normal student teaching calendar arrangements. There are 32 of them with 19 starting dates and 27 ending dates although most arrangements call for starting in the first and fourth weeks in September, and the first or third week in January or the fourth week in March. The minor variations are, in large part, attributable to variations in school calendars.

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[1] It should be noted that there is overlapping of participants, e.g. the Fall Semester Assignments are tallied with both the Fall Quarter and the Winter Quarter Assignments.

An analysis of assignments, by subjects (Table 4) reveals data that might be compared with teacher availability to suggest critical areas for the encouragement of cooperating teachers.

TABLE 1 - THE GROWTH OF STUDENT TEACHING: 1962-1971

COLLEGE	NUMBER OF STUDENT TEACHERS						CUYAHOGA COUNTY PERCENT OF COLLEGE TOTAL		
	TOTAL			CUYAHOGA COUNTY					
	1962-63	1967-68	1970-71	1962-63	1967-68	1970-71	1962-63	1967-68	1970-71
ALLEGHENY	60	71	n.a.	0	71	n.a.	0%	100%	n.a.%
BALDWIN WALLACE	151	161	170	140	158	155	93%	98%	91%
BOWLING GREEN	764	1400	1400	1	160	260	0%	11%	19%
CASE WESTERN RESERVE	143	128	150	143	120	135	100%	94%	90%
CLEVELAND STATE	31	116	300	31	113	300	100%	97%	100%
HIRAM	52	60	70	24	8	12	46%	13%	17%
JOHN CARROLL	51	43	55	51	42	55	100%	98%	100%
KENT STATE	891	1503	1800	211	316	360	24%	21%	20%
NOTRE DAME	30	37	85	15	21	50	50%	56%	58%
OHIO STATE	1183	1775	1725	0	26	80	0%	2%	5%
OHIO UNIVERSITY	700	1050	1300	200	320	350	29%	33%	27%
SAINT JOHN	83	99	110	83	99	110	100%	100%	100%
URSULINE	32	44	70	32	44	70	100%	100%	100%
TOTAL	4171	6487	7235	931	1498	1937	22%	23%	27%

TABLE 2 - STUDENT TEACHING ASSIGNMENT PATTERNS [a]

COLLEGE	WEEKS	DAYS PER WEEK	HOURS PER DAY	TOTAL HOURS
ALLEGHENY	10	5	7	350
BALDWIN WALLACE	10	5	7	350
BOWLING GREEN	11	5	Full Day	440
CASE WESTERN RESERVE	18	5	7	630
CLEVELAND STATE	11½	5	4-Full Day[b]	230-460
HIRAM	11	5	5-6	275-330
JOHN CARROLL	18	5	4-5	360-450
KENT STATE	10-12	5	8	400-480
NOTRE DAME	14	5	3	210
OHIO STATE	10	5	4-Full Day	200-400
OHIO UNIVERSITY	12	5	Full Day	480
SAINT JOHN	6	5	5½	165
URSULINE	16	5	3-3½	240-280

[a] These are normal patterns. Variations exist for multiple assignments, e.g., Art, Music, and for special situations.

[b] Elementary, 4 hours; Secondary, full day.

TABLE 3 -

Number of Student Teaching Assignments by Semester and Quarter[a]

COLLEGE	SEMESTER		QUARTER			TOTAL
	FALL	SPRING	FALL	WINTER	SPRING	
ALLEGHENY			9	28	37	74
BALDWIN WALLACE			42	63	66	171
BOWLING GREEN	71	81				152
CASE WESTERN RES.	75	71				146
CLEVELAND STATE			11	24	71	106
HIRAM					7	7
JOHN CARROLL	16	28				44
KENT STATE			86	141	115	343
NOTRE DAME	39					39
OHIO STATE					28	28
OHIO UNIVERSITY			148	106	121	375
SAINT JOHN	39	60				99
URSULINE	36					36
OTHER [b]	1	1	1		9	12
TOTAL	277	241	297	362	454	1631

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[a] The small number of summer session assignments have not been included in the census data.

[b] Other colleges: Central State (9); University of Akron (2); Edinboro State College, Pa. (1).

TABLE - 4
STUDENT TEACHING CALENDAR: 1967-1968

STARTING DATE			COLLEGE	ENDING DATE
September	1	A	JOHN CARROLL: Fall Semester	January 18
	4	A	URSULINE: Fall Semester	December 20
	6	A	NOTRE DAME: Fall Semester	December 21
	6	A	CASE WESTERN RESERVE: Fall Semester	January 26
	15		HIRAM: Fall Quarter	December 10
	18		ALLEGHENY: Fall Quarter	December 8
	21	B	BALDWIN-WALLACE: Fall Quarter	December 8
	21	B	BOWLING GREEN: Fall Quarter	January 21
	25	B	KENT STATE: Fall Quarter	December 14
	25	B	OHIO UNIVERSITY: Fall Quarter	December 15
	25	B	OHIO STATE: Fall Quarter	December 17
	25	B	CLEVELAND STATE: Fall Quarter	December 20
October	14		SAINT JOHN: Fall Semester	November 22
January	2	C	OHIO STATE: Winter Quarter	March 17
	3	C	BALDWIN-WALLACE: Winter Quarter	March 15
	3	C	OHIO UNIVERSITY: Winter Quarter	March 15
	3	C	HIRAM: Winter Quarter	March 18
	3	C	CLEVELAND STATE: Winter Quarter	March 22
	5	C	ALLEGHENY: Winter Quarter	March 15
	5	C	KENT STATE: Winter Quarter	March 14
	18	D	NOTRE DAME: Spring Semester	May 16
	22	D	SAINT JOHN: Spring Semester	February 28
	22	D	JOHN CARROLL: Spring Semester	June 14
	29		CASE WESTERN RESERVE: Spring Semester	June 14
February	6		BOWLING GREEN: Spring Semester	May 29
March	22		ALLEGHENY: Spring Quarter	June 5
	25	E	BALDWIN-WALLACE: Spring Quarter	June 6
	25	E	OHIO UNIVERSITY: Spring Quarter	June 7
	25	E	CLEVELAND STATE: Spring Quarter	June 14
	27	E	KENT STATE: Spring Quarter	June 6
	28	E	OHIO STATE: Spring Quarter	June 3
	28	E	HIRAM: Spring Quarter	June 10

A - Fall Semester Pattern - first week of September
B - Fall Quarter Pattern - fourth week of September
C - Winter Quarter Pattern - first week of January
D - Spring Semester Pattern - third week of January
E - Spring Quarter Pattern - fourth week of March

TABLE 5 - SUBJECT ANALYSES: BY COLLEGE

SUBJECT	ALL.	B-W	BGSU	CWRU	CSU	HC	JCU	KS	ND	OSU	OU	SJ	U	TOTAL[a]
ELEMENTARY	16	57	64	43	60	2		141		26	119	99		629
ART	1		15	9				20	1		31		2	79
BUSINESS & OFFICE		5	2		13			4	4		3			31
ENGLISH	30	24	12	32	11		20	45	9	2	50		13	249
FOREIGN LANGUAGE	7	15	11	19	2	1	5	15	2		21		1	99
HEALTH & PHYS. ED.		23	13	5		1	1	17			41			104
HOME ECONOMICS	1	2						1	4				7	15
INDUSTRIAL ARTS			6					7			3			16
MATHEMATICS	1	7	3	5	6	1	4	14	8		9		2	62
MUSIC		13		3				10			16		1	43
SCIENCE	5	8	7	4	1	1	5	9	6		6		2	55
SOCIAL STUDIES	13	17	10	26	13	1	9	36	5		35		8	176
SPECIAL ED.			8					18			41			67
VOCATIONAL ED.			1					5						6
TOTAL	74	171	152	146	106	7	44	342	39	28	375	99	36	1631

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[a] Total includes 12 assignments from other colleges.

Student Teachers' Homes and Temporary Residences

Two out of three student teachers report their permanent home in Cuyahoga County. Over two-thirds of these County residents are from the suburban areas, (Table 6). Although the colleges in the County have a higher proportion of county-resident student teachers than the out-of-county institutions, the two groups have almost equal numbers -- approximately 500 each -- of such students.

More than 52 percent of the assignments reported not moving in connection with student teaching. Generally, these students were commuting county residents who continued to live at home and out-of-county residents attending colleges in this area who continued to live on the campus.

College patterns can be summarized as follows: Cleveland area colleges have few students who move; colleges near the County have nearly all students reporting moving, usually to their homes; and, as expected, all students from distant colleges move.

Those out-of-county colleges sending only a small proportion of their student teachers to the Cleveland area, tend to send primarily county residents who move home during student teaching. As the proportion of the college's students coming for student teaching increases,[1] their numbers include more non-residents who find their own housing here or, in the case of Allegheny College, are furnished housing by their college.

	Percent of the College's Student Teaching in the County	Percent of College's Student Teachers Moving to a Residence Other Than Their Homes
Bowling Green	11%	8%
Kent State	21%	4%
Ohio University	33%	50%
Allegheny College	100%	94%

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[1] See Table 2.

TABLE 6 - HOMES AND STUDENT TEACHING RESIDENCES: BY COLLEGE

College	PERMANENT HOME					Student Teaching Residence		
	Cuyahoga County			Other Ohio	Non-Ohio	Usual College Residence	Moved Home	Moved Elsewhere
	Cleve.	Suburb	Total					
ALLEGHENY	1%	9%	10%	10%	80%	0%	6%	94%
BALDWIN WALLACE	9%	39%	48%	26%	26%	96%	3%	1%
BOWLING GREEN	15%	67%	82%	16%	2%	8%	84%	8%
CASE WESTERN RES.	17%	51%	68%	10%	22%	96%	4%	0%
CLEVELAND STATE	48%	48%	96%	4%	0%	99%	1%	0%
JOHN CARROLL	30%	47%	77%	18%	5%	95%	3%	2%
KENT STATE	23%	68%	91%	8%	1%	41%	55%	4%
NOTRE DAME	33%	49%	82%	15%	3%	92%	0%	8%
OHIO UNIVERSITY	7%	30%	37%	48%	15%	11%	39%	50%
SAINT JOHN	32%	45%	77%	20%	3%	65%	1%	34%
URSULINE	31%	56%	87%	6%	6%	100%	0%	0%
TOTAL	19%	48%	67%	20%	13%	52%	29%	19%

TABLE 7 - HOME VS. STUDENT TEACHING LOCATION AND RESIDENCE

HOME	LOCATION OF STUDENT TEACHING ASSIGNMENT		RESIDENCE DURING STUDENT TEACHING			
			DID NOT MOVE		MOVED	
	CLEVELAND[a]	SUBURBS	CAMPUS	COMMUTERS	HOME	ELSEWHERE
CLEVELAND	14%	86%	8%	58%	29%	5%
CUYAHOGA CTY. SUBURB	25%	75%	4%	51%	41%	4%
OTHER OHIO	25%	75%	26%	13%	17%	44%
NON-OHIO	20%	80%	37%	6%	2%	55%

[a] Cleveland City School Districts. Does not include Diocesan schools within the city.

College - School Relationships

Although the character of student teaching depends upon the relationships among individuals -- the cooperating teacher, the student teacher and the college supervisor -- these relationships are established by college-school district negotiations. The selection of cooperating teachers, their orientation to the cooperating teacher role, the matching of teacher and student teacher, the necessary flow of forms and reports and, to some extent, the activities of the college supervisor are all influenced by these institutional relationships.

The assignment matrix (Table 8) depicts the total number of assignments for the year for each college and each school system. Reading horizontally, the rows indicate the student teaching pattern of a given school district. Vertically, the columns portray a college's distribution of student teaching activity among the many school districts. The totals include 12 assignments from four colleges classified as 'other'. Not appearing in the tabulation is the activity of these 13 colleges in schools outside Cuyahoga County. As indicated earlier (Table 1) most of the student teaching activity of the out-of-county institutions is conducted in other parts of Ohio.

If each of the colleges had used all possible relationships with the 33 school systems, there would have been 398 college-school combinations.[1] Two factors tend to limit the number of combinations: (1) the desire to make substantial use of certain systems, placing students in clusters, using teachers who have been excellent cooperating teachers in prior years and (2) a recognition of the disadvantages of wide dispersal which tends to increase the effect required to negotiate assignments, to orient cooperating teachers and

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[1] Eleven colleges had sufficient assignments to have used all 33 systems; two colleges could not have used more than 28 and 7 each, one per student.

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TABLE 8 ASSIGNMENT MATRIX

SCHOOL DISTRICT	COLLEGES ALL.	B-W	BGSU	CWRU	CSU	HC	JCU	KSU	ND	OSU	OU	SJ	U	TOTAL[a]
Cleveland	74	12	30	40	63		14	66	3	28	119		8	467
Bay Village		6	3		1									10
Beachwood				4				7			2		1	14
Bedford			3		2	2		14			6			27
Berea		62	16	2				10			22		1	113
Brecksville		2	7	1		1		9			19			39
Brooklyn		1			3			10						14
Chagrin Falls						4		5						10
Cleve. Hts.			1	40			18	21	11		4		2	97
Cuyahoga Hts.								3			3			6
East Cleveland				10	3			7			1		1	22
Euclid			9	5	6			20	4		53		2	99
Fairview Park		7	3	1	1			3			20			35
Garfield Hts.			4		1			12	1		20			38
Independence		3						6			1			10
Lakewood		14	6	3	5			12			46			86
Maple Heights					1			11					2	14
Mayfield			5	4	1		5	11	4				3	33
North Olmsted		13		1				4						18
North Royalton		1			1			5						7
Olmsted Falls		8									4			12
Orange			2	3				9			10			24
Parma		30	27	2	4			37			35		1	136
Richmond Hts.			2					1			5			8
Rocky River		2	9	1				1						13
Shaker Heights			1	16	2		1	9	1					31
Solon			3					4			2			9
Strongsville		9						3			3			15
S.Euclid-Lynd.			13	7	11		4	21	7				6	69
Warren. Hts.			7	3	1			14	1					26
Westlake		1						6						7
Diocese				2			2		7			99	9	119
TOTALS	74	171	151	146	106	7	44	342	39	28	375	99	36	1630

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[a] Total includes 12 assignments from other colleges.

to provide frequent supervisory visits. The result is that only 148, or 37 percent of the maximum number of relations, were used in 1967-1968 to accomodate 1630 assignments.

The number of colleges dealt with is closely related to the size of the school district.[1] Small districts typically work with 2 or 3 colleges; larger suburban districts cooperate with 6 or 7 colleges; while the largest district (Cleveland) cooperates with virtually every college in the study.

From the college view point, a similar situation is observed. The number of school districts utilized is positively related to the number of assignments made.[2] Graph 1 portrays the number of assignments and number of districts used for the 13 colleges. There are, however, substantial variations in many colleges and the all-college average of 11 assignments per district (depicted by the broken line on Graph 1). In other words, to provide a given number of assignments, some colleges tend to use far more school districts than others.

The most active 20 percent of the college-school system relationships, i.e., those involving the most assignments, accounted for 68 percent of all assignments. The least active 20 percent of the relationships accounted for only 2 percent of all assignments: they involved only one student each during the entire year.

Although it was expected that the least active relationships, 29 in all, would be for assignments involving subjects regarded as scarce and therefore difficult to place students, such was not the case. These one-student relationships reveal the normal distribution of subjects.

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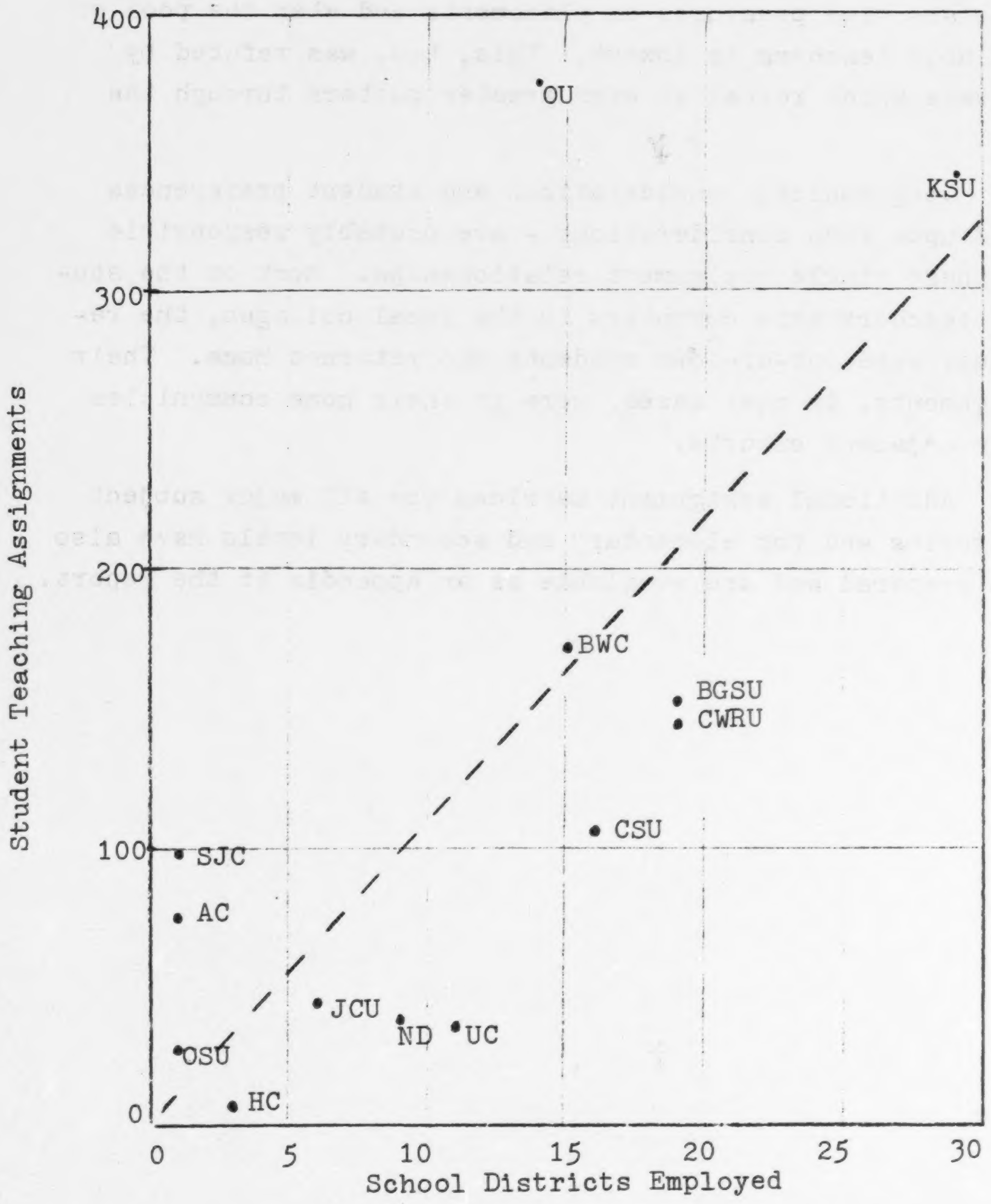
[1] The correlation between number of assignments and number of colleges dealt with is 0.89 (significant at the .01 level).

[2] Correlation is 0.73 (significant at the .01 level).

It was also expected that these relationships would involve spring assignments when, it is sometimes reported, there are time pressures on placements and when the pool of available teachers is lowest. This, too, was refuted by the data which reveal an even greater pattern through the year.

Geographical considerations and student preferences based upon such considerations - are probably responsible for these single assignment relationships. Most of the student teachers were commuters to the local colleges, the remainder were out-of-town students who returned home. Their assignments, in most cases, were in their home communities or in adjacent suburbs.

Additional assignment matrices for all major subject categories and for elementary and secondary levels have also been prepared and are available as an appendix to the report.



GRAPH 1

ASSIGNMENTS VS. DISTRICTS EMPLOYED

Broken line represents average of 11 assignments per district.

Cooperating Teacher Data

The capability of the schools in the Greater Cleveland area to accept student teachers is assumed to be related to the number of teachers qualified to act as cooperating teachers. Table 9 lists the school districts and relates their size, in terms of total teaching staff, to their participation in student teaching. Map 1, following, portrays the participation rates on a geographical basis.

Although the County average is 10.1 assignments per 100 teachers, the rates change from zero to a high of 24.1 per 100 teachers.

Among the many factors which have been cited to explain these wide variations in participation are: variations in number of college requests made (reflecting, in part, geographical and transportation considerations); variations in the proportions of qualified teachers with requisite experience and education levels; participation in other laboratory experiences not included in this study, e.g., 'September experiences', M.A.T. internships, and college and school attitudes and assignment procedures.

Table 10 reviews the certification and education of the cooperating teachers. Each assignment was evaluated in terms of the State Department of Education guidelines for cooperating teachers: Bachelor's degree and three years experience for elementary grades; Master's degree and three years experience for secondary level and special education. Virtually all elementary assignments met these criteria. The K-6th grade total was 94 percent compliance, with much of the 6 percent non-compliance attributable to special subjects at those grade levels. At the secondary level, only 60 percent of the assignments met the state norms, due largely to the Master's degree requirement. There were wide variations by school district ranging from 32 percent to 100 percent compliance. It should be noted that these requirements are reported to be relaxed frequently upon the application or recommendation of college and school administrators.

Only 51 percent of all assignments involved cooperating teachers who had served in this capacity during the 1965-1967 period. The turnover, on a year-to-year basis, would be higher perhaps 60-70 percent. Only one-third of the assignments represented teachers who had served with the same college in either of the two previous years.

When a combined test - meeting educational and experience criteria and prior, recent service - was used, only 41 percent of the assignments were affirmatively judged. Finally, if prior service is defined as service with the same college, the county average falls to 26 percent.

The above dimensions of service are categorized by school district (Table 11) and by college of the student teacher involved (Table 12). Wide variations among schools and among colleges can be noted. There are some indications, notably the data for the two colleges which confined their substantial relationships to a single system, that close college relations with a school district may be an important factor in explaining these variations.

Multiple service during the 1967-1968 academic year averaged 23 percent (Tables 11, 12). The variation among districts and colleges does not appear to be related to the distribution of multiple assignments: utilizing two teachers for two partial assignments with the same student.

TABLE - 9

TEACHING STAFF AND STUDENT TEACHING ACTIVITY: BY SCHOOL DISTRICT

		COOPERATING TEACHER ASSIGNMENTS			COOPERATING TEACHERS[b]	
SCHOOL DISTRICT	TEACHING STAFF[a]	NUMBER	PERCENT OF STAFF	RANK	NUMBER	PERCENT OF STAFF
Cleveland	5800	468	8.1%	22	380	6.6%
Bay Village	170	10	5.9%	28	8	4.7%
Beachwood	128	14	11.0%	17	12	9.5%
Bedford	306	27	8.6%	21	24	7.6%
Berea	496	113	22.8%	2	109	22.0%
Bratenahl	12	0	0%	33	0	0%
Brecks.-B.H.	202	39	19.3%	5	37	18.3%
Brooklyn	104	14	13.5%	14	12	10.5%
Chagrin F.	116	11	8.8%	20	10	8.0%
Cleve. Hts.	650	97	14.9%	11	83	12.8%
Cuya. Hts.	63	6	9.5%	19	6	9.5%
East Cleve.	348	22	6.3%	27	20	5.8%
Euclid	540	99	18.3%	6	89	16.5%
Fairview P.	169	35	20.7%	3	32	19.0%
Garfield Hts.	252	38	15.1%	10	32	12.7%
Independence	73	10	13.7%	13	9	12.3%
Lakewood	437	86	19.7%	4	75	17.2%
Maple Hts.	306	14	4.6%	30	14	4.6%
Mayfield	232	33	14.2%	12	33	14.2%
N. Olmsted	276	18	6.5%	25	15	5.4%
N. Royalton	127	7	5.5%	29	6	4.7%
Olm. Falls	102	12	11.8%	16	11	10.8%
Orange	149	24	16.1%	9	24	16.1%
Parma	565	136	24.1%	1	133	23.6%
Rich. Hts.	63	8	12.7%	15	7	11.1%
Rocky River	200	13	6.5%	26	12	6.0%
Shaker Hts.	422	31	7.4%	23	29	6.9%
Solon	127	9	7.1%	24	9	7.1%
Strongsville	145	15	10.3%	18	13	9.0%
S.Euc.-Lynd.	394	69	17.5%	7	67	17.0%
Warr. Hts.	150	26	17.3%	8	22	14.7%
Westlake	151	7	4.6%	31	6	4.0%
Diocese	3030	119	3.9%	32	95	3.1%
TOTAL: Tax Supported	13,085	1,511	11.5%		1,339	10.2%
TOTAL: All Schools	16,115	1,630	10.1%		1,434	8.9%

[a] Teaching staff as reported to Education Committee, Cleveland Growth Association, October 1967.

[b] Number of teachers, derived by adjusting assignment data for multiple service.

GRAPH 2

COOPERATING TEACHER ASSIGNMENTS
IN RELATION TO TEACHING STAFF

1967-1968 Assignments as a Percentage of Fall 1967 Teaching Staff.
Data from Table 9.

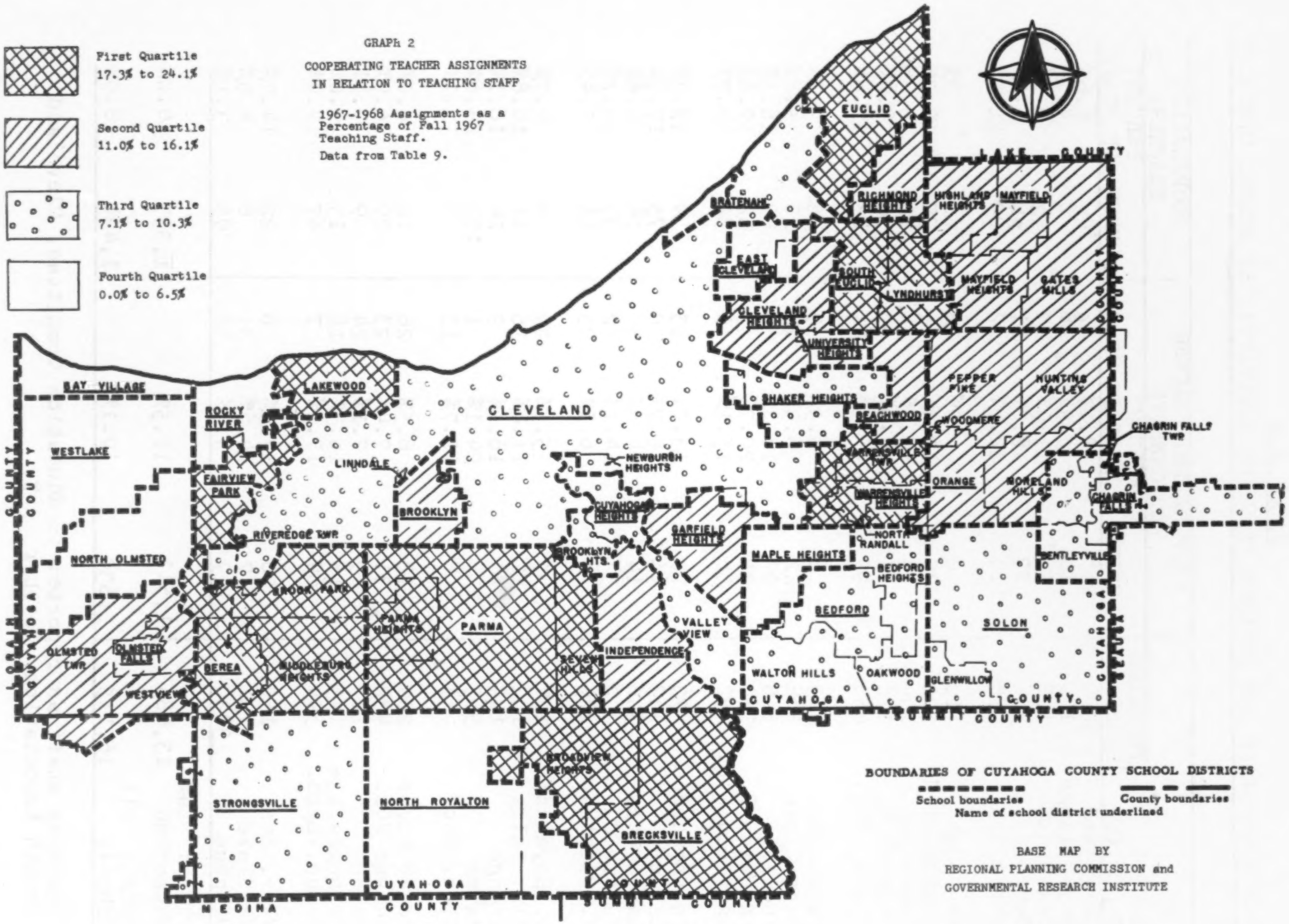

First Quartile
17.3% to 24.1%
Second Quartile
11.0% to 16.1%
Third Quartile
7.1% to 10.3%
Fourth Quartile
0.0% to 6.5%
LAKE COUNTY
EUCLID
RICHMOND HEIGHTS
HIGHLAND HEIGHTS
MAYFIELD
BRATENAHL
EAST CLEVELAND
SOUTH EUCLID
LYNDHURST
MAYFIELD HEIGHTS
GATES MILLS
CLEVELAND HEIGHTS
UNIVERSITY HEIGHTS
PEPPER PIKE
HUNTING VALLEY
SHAKER HEIGHTS
BEACHWOOD
WOODMERE
CHAGRIN FALLS TWP
BAY VILLAGE
LAKEWOOD
CLEVELAND
ROCKY RIVER
WESTLAKE
LINNDALE
NEWBURGH HEIGHTS
WARRENSVILLE TWP.
ORANGE
MORELAND HILLS
CHAGRIN FALLS
FAIRVIEW PARK
BROOKLYN
CUYAHOGA HEIGHTS
WARRENSVILLE HEIGHTS
RIVEREDGE TWP
GARFIELD HEIGHTS
NORTH RANDALL
MAPLE HEIGHTS
BENTLEYVILLE
NORTH OLMSTED
BROOKLYN HTS.
BEDFORD HEIGHTS
BROOK PARK
BEDFORD
PARMA HEIGHTS
PARMA
VALLEY VIEW
SOLON
OLMSTED TWP.
OLMSTED FALLS
BEREA
MIDDLEBURG HEIGHTS
SEVEN HILLS
INDEPENDENCE
WALTON HILLS
OAKWOOD
GLENWILLOW
WESTVIEW
CUYAHOGA COUNTY
LORAIN COUNTY
GEAUGA COUNTY
SUMMIT COUNTY
BROADVIEW HEIGHTS
STRONGSVILLE
NORTH ROYALTON
BRECKSVILLE
MEDINA COUNTY
BOUNDARIES OF CUYAHOGA COUNTY SCHOOL DISTRICTS
School boundaries
County boundaries
Name of school district underlined
BASE MAP BY
REGIONAL PLANNING COMMISSION and
GOVERNMENTAL RESEARCH INSTITUTE

TABLE - 10
COOPERATING TEACHER CERTIFICATION AND EDUCATION: BY SCHOOL DISTRICT

	RANGE HIGH - LOW	FIRST QUARTILE Q_1	MEDIAN Q_2	THIRD QUARTILE Q_3
PROFESSIONAL OR PERMANENT CERTIFICATE	89% - 40%	85%	66%	58%
MASTER'S DEGREE OR MORE	79% - 0%	52%	43%	33%
MEETING STATE NORMS:				
GRADES K-6	100% - 50%	100%	100%	90%
GRADES 7-12	100% - 15%	75%	63%	43%

NOTE: All percentages based on assignments where full data on certification, experience, and education was given.

TABLE - 11
COOPERATING TEACHERS WITH PRIOR EXPERIENCE, MEETING STATE NORMS, GIVING MULTIPLE SERVICE: BY SCHOOL DISTRICT

	RANGE HIGH - LOW	FIRST QUARTILE Q_1	MEDIAN Q_2	THIRD QUARTILE Q_3
HAD PRIOR STUDENT TEACHER (1965-1967:				
From any college	86% - 0%	58%	51%	40%
From same college	68% - 0%	39%	32%	20%
MET NORMS AND HAD PRIOR STUDENT TEACHER:				
From any college	86% - 0%	50%	41%	20%
From same college	68% - 0%	35%	26%	13%
SEVERAL MORE THAN ONCE (1967-1968):	44% - 0%	35%	23%	8%

NOTE: All percentages based on assignments where full data on certification, experience, and education was given.

TABLE - 12

COOPERATING TEACHERS WITH PRIOR EXPERIENCE, MEETING STATE NORMS, GIVING MULTIPLE SERVICE: BY COLLEGE

		HAD PRIOR S.T. (1965-67)		MET NORMS AND HAD PRIOR S.T.		SERVING MORE THAN ONCE 1967-68
COLLEGE	DISTRICTS USED	ANY COLLEGE	THIS COLLEGE	ANY COLLEGE	THIS COLLEGE	
ALLEGHENY	1	78%	62%	57%	41%	53%
BALDWIN WALLACE	15	53	36	34	21	24
BOWLING GREEN	20	47	10	38	8	14
CASE WESTERN RESERVE	18	57	36	51	32	22
CLEVELAND STATE	16	54	18	42	11	27
HIRAM	3	50	17	33	17	17
JOHN CARROLL	6	69	44	44	31	25
KENT STATE	29	41	24	34	20	21
NOTRE DAME	9	59	30	41	15	19
OHIO STATE	1	18	0	18	0	18
OHIO UNIV.	19	51	34	37	28	30
SAINT JOHN	1	70	68	70	68	41
URSULINE	11	35	13	13	9	22
TOTAL	32	51%	32%	41%	26%	24%

Student Distribution By Building

In the census year 1967-1968, student teaching took place in 350 (58 percent) of the 598 school buildings in Cuyahoga County. A complete analysis of assignments by building, college and semester, or quarter, provided a measure of the dispersal of students from the view of the colleges that must follow their students with effective supervision.

Defining a student as 'alone' if he is the only student from his college in a building during a particular semester or quarter, Table 13 was developed. This analysis revealed that the cases where several students from a college are together in the same building. There is some feeling that isolated assignments may tend to deprive the student of the support of his fellow students and make frequent supervision more difficult.

There is a positive relationship[1] between the proportion of 'alone' assignments and the number of districts employed by a college in its program (Table 13). There is also a tendency for colleges working with many districts to have a lower proportion of cooperating teachers who have previously worked with that college in student teaching.

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[1] The correlation is .79, significant at the .01 level.

TABLE 13 - COLLEGE COMPARISONS, DISTRICTS EMPLOYED, PERCENT OF STUDENTS 'ALONE', PERCENT OF EXPERIENCED COOPERATING TEACHERS

COLLEGE [a]	STA's	DISTRICTS	BUILDINGS	STA's 'ALONE' [b]	CTA's WITH PRIOR SERVICE WITH THE COLLEGE [c]
KENT STATE	342	29	180	55%	24%
BOWLING GREEN	152	19	89	42%	10%
OHIO UNIVERSITY	375	19	142	30%	34%
CASE WESTERN RESERVE	146	18	74	44%	36%
CLEVELAND STATE	106	16	73	67%	18%
BALDWIN-WALLACE	171	15	66	37%	36%
URSULINE	36	11	20	31%	13%
NOTRE DAME	39	9	18	15%	30%
JOHN CARROLL	44	6	13	16%	44%
HIRAM	7	3	5	57%	17%
SAINT JOHN	99	1	37	28%	68%
ALLEGHENY	74	1	17	9%	62%
OHIO STATE [d]	28	1	4	9%	0%
TOTALS [e]	1,631	32	350	39%	32%

[a] Ranked by number of district employed.

[b] Cases where a student is the only one from his college assigned to a given building during a semester or a quarter.

[c] Service 1965-1967.

[d] First year in Cuyahoga County.

[e] Each building and district counted only once in totals. Averages are weighted.

Conclusion

In many parts of Ohio and elsewhere a large teacher education institution dominates student teaching activity in the nearby school systems. Its staff becomes well versed in the policies and procedures of the schools and come to know the administrators and teachers. In turn, the school faculty, through repeated contact with the college staff, becomes familiar withthe student teaching program, the undergraduate curriculum in education, and the college's proceduues and objectives. The concentration of students and the proximity to the campus facilitate placement and supervision.

But this is not the situation in Cuyahoga County. No one institution is sufficiently large to make, in a quantitative sense, a substantial impact on the many school districts here. The open, cooperative attitude of the school districts and their great potential for offering a broad spectrum of student teaching experiences has encouraged many colleges to conduct their student teaching programs in the schools of Greater Cleveland. The result is described comprehensively for the first time in this census report.

No one college accounts for as much as one-fourth of the current activity. No one college accounts for more than 60 percent of the activity in any public school district. It follows then, that significant changes may be beyond the capability of any one college. Cooperative action is probably the necessary ingredient if changes are to be made.

ANALYSIS OF STUDENT TEACHING
METROPOLITAN CLEVELAND, OHIO, 1967-1968

Part Two:

A SURVEY OF PARTICIPATING SCHOOLS AND COLLEGES

Dr. John A. Morford
John Carroll University

Introduction

Part One of the report presented data developed from a census of student teachers and cooperating teachers. It provided a view of the dimensions of student teaching activity.

The purpose of this section of the report is to review the process, practices and policies of the participating institutions: colleges and schools.

Information was obtained through a series of questionnaires completed by mail, in meetings, and in some cases by personal interviews, by representatives of the colleges and schools. Typically the respondents were college directors of student teaching and school district central office administrators, e.g., directors of personnel, assistant superintendents.

While the survey coverage is not complete, generally the responses represent more than 70 percent coverage. The institutions responding reflect the entire range of institutions. Thus, it can be reasonably assumed that these survey results are a sufficiently accurate presentation of prevailing practices, policies and viewpoints.

College Student Teaching Programs

Part One of this report, revealed the variations in calendars and daily and weekly arrangements among the colleges. Other significant and readily compared aspects of student teaching are presented in Table 1: credits, total hours and concurrent courses.

Credit hours given for student teaching vary from 6 semester hours to 18 quarter hours, with the average credits ranging from 6 semester hours to 15 quarter hours. While there is a minor relationship between credit and the total number of hours required for student teaching, the variations within the patterns indicate that some factor other than time is involved

TABLE 1 - Student Teaching Credits, Hours and Concurrent Courses

College	Credit Hours Average	Minimum	Maximum	Total Hours Min.-Max.	Concurrent Courses
Allegheny College	$6\frac{2}{3}$ sem.	$6\frac{2}{3}$ sem.	$6\frac{2}{3}$	350	Required
Baldwin-Wallace	12 qtr.	12	12	200-250	Optional
Case Western Reserve	8 sem.	8	8	630	Required
Cleveland State					
Elementary	15 qtr.	9	15	230-460	Special Cases Only
Secondary	9 qtr.	9	9	230	Special Cases Only
Hiram College	12 qtr.	12	12	275-330	Special Cases Only
John Carroll	6 sem.	6	6	360-450	Optional
Kent State	12 qtr.	12	18	400-480	Required
Miami University	10 sem.	10	10	-------	Required
Notre Dame	6 sem.	6	6	210	Required
Ohio State	12 qtr.	9	21	200-400	Optional
Ohio University	qtr.	7	12	480	Required Plus Optional
Saint John	6 sem.	6	6	165	
Ursuline College	6 sem.	6	6	240-280	Required Plus Optional

in establishing credits.

Only one college (Saint John) indicated that no courses may be taken concurrent with student teaching. Conversely, seven colleges require some credit work to be taken concurrently. Five allow it at the student's option, and two more do so in special cases. Most of the additional required coursework involves methods and other teacher-related activities. All colleges seem to conduct some sort of on-going seminar (some for credit, some non-credit) along with student teaching.

When asked what alternative they would accept in lieu of student teaching, for students wanting their recommendations for certification; seven colleges said none, three allow internships; four accept three years of teaching experience (Kent only if summer student teaching is completed). Ohio State accepts summer student teaching in emergency cases.

Grading systems for student teaching consist of a traditional letter grade (8 colleges), a pass-fail grade (5 colleges), and other methods (2 colleges). Comments indicate a trend toward the pass-fail approach. Grades are assigned by the college supervisor, almost always in consultation with the cooperating teacher.

The College Supervisor

College rankings of the key duties of the college supervisor appear as Table 2.[1] It is interesting to note that the dominant aspect of the supervisor's role is not as a resource person - an expert in teaching - but as a counselor-advisor to assist the cooperating teacher and the student teacher in establishing a productive relationship. It is also noteworthy that while the cooperating teacher is held as the key to successful in establishing credits.

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[1] Part Three of the report includes the responses of a sample of teachers and principals to the same set of questions.

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TABLE 2 - Rank Order of Colleges Supervisory Duties

Factor	Number of Colleges Ranking This Factor: First	Second	Third	Fourth	Fifth	Sixth	Overall[a] Ranking
Assist Cooperating Teachers in Their Role	5	5	2	1	0	0	First
Protect Interests of Student Teachers	4	3	3	1	1	1	Second
Present College View	2	0	3	5	2	1	Third
Strengthen College-School Relations	0	2	2	5	3	1	Fourth
Instruct ST and CT in Methods	2	1	2	2	2	4	Fifth
Identify and Motivate Potential CT's	0	2	0	1	5	5	Sixth

[a] Overall ranking determined by weighting first choice as 6, second choice as 5, etc.

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TABLE 3 - Student Teachers, Supervisors, and Visitations: By College [a]

College	1967-1968 Student Teachers[b] Total	Cuy. Cty.	Cuy. Cty. School Districts Utilized	Supervisors Active in County[c]	Supervisory Visits Minimum	Average	Optimal
Allegheny College	71	71	1	3	4	5	5
Baldwin Wallace	161	158	15	6	---	---	---
Bowling Green	1400	160	19	---	---	---	---
Case Western Reserve	128	120	18	12	5	---	---
Cleveland State	116	113	16	12	3	5	6-7
Hiram College	60	81	3	3	4	6	10
John Carroll	43	42	6	5	5	5+	5+
Kent State	1503	316	29	29	5	6	---
Miami University	----	0	0	0	5	8	10-12
Notre Dame	37	21	9	2	2	3-4	5-6
Ohio State	1775	26	1	6	4	5	6
Ohio University	1050	320	19	5	3	4	---
Saint John	99	99	1	10	1	3	---
Ursuline College	44	44	11	1	2	3	4
Wooster College	----	0	0	0	3	4	5

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[a] Data furnished by college representatives.

[b] These are numbers of individuals. Because of multiple assignments, the number of assignments is approximately 10 percent.

[c] Includes full and part-time assignments.

teaching and the supervisor's principal task is to assist her, the identification and motivation of potential cooperating teachers is regarded as the least important facet of the supervisor's duties.

Table 3 shows that the colleges feel their supervisors should make a minimum of 3-5 visits per assignment, that they actually average nearly 5 visits and that, ideally, they should average about 7 visits. Note that these are the college's estimates and, the number of actual visits have not been verified. The question of what a supervisor should do on a visit was not asked.

School District Policies and Preferences

Eight of the twenty-two reporting districts have written policies or guidelines for student teaching. Two of these were oriented toward the student; the others were aimed at the internal operation of the district regarding student teaching. Most seem willing to cooperate in developing guidelines.

When deciding whether to accept a student teacher, the factors considered (in order of importance) are shown on Table 4. To some extent the response 'Teaching Field' refers to the availability of cooperating teachers in the school district. Thus, the predominant influence is the colleges' requests, most districts indicating a strong desire to fill college requests to the limit of their ability and within the framework of any district policies on student teaching.

Limitations of the frequency of service of cooperating teachers do exist. Eight districts have formed a policy in this matter; fourteen have no policy but, in practice, apply a limit on service. These are the limits as reported: one student teacher at one time to a cooperating teacher (12 districts); two student teachers in two years per cooperating teacher (9 districts). It is not known if the limits are relaxed in the case of short or partial assignments in which a student teacher works under two teachers in different grade levels or subjects. Since only eight districts have formal policies on assignments there would seem to be some openness to innovation.

Seven districts indicated that they, by policy, limit the number of student teachers by other factors as follows: (1) seek a good distribution among buildings and subjects (4 districts); (2) do not assign student teachers to honor-type classes (2 districts); (3) do not place them in first semester

TABLE 4 - Factors Ranked by Importance in Accepting Student Teachers

Factor	Firsts	Seconds	Thirds	Fourths	Total[a]
Teaching Field	8	5	2	2	47
College's Request	8	3	2	3	40
Personal Character	3	5	2	4	37
Teaching Field G.P.A.	0	4	4	5	25
Cumulative G.P.A.	2	1	3	6	23
Probability of Hiring	0	0	2	8	12

[a] Total ranking determined by weighting first choice as 4, second choice as 3, etc. Other factors written in were 'time of year', 'availability of cooperating teacher', 'resident of district'.

foreign language classes (1 district); and (4) limit assignments so that elementary pupils have no more than one student teacher in two years and secondary pupils have no more than one student teacher in one year (2 districts).

Other comments indicated that the attempt to limit participation by building or to distribute it throughout its system had the pupils in mind as well. There is some real concern that a student's education might suffer or that parents might complain in cases where there is frequent contact with student teachers.

When asked "Are there certain colleges with whom you would prefer not to cooperate?" and "Do you have any written or unwritten preferences (pro or con) regarding religion, race or ethnic background of student teachers?" all districts answered "no".

Although only two systems said they have deadlines for student teacher requests, many expressed sentiments regarding the time - date pattern for student teaching. Several districts expressed preferences for Fall or Winter assignments. Those disliking Spring quarter assignments gave these reasons: (1) many good cooperating teachers are no longer available at that time and (2) the late assignment puts the student teacher at a disadvantage in being hired because there is no evaluation available at the peak of the hiring period.

There is also some desire for increased commonality in the student teaching calendar, especially regarding starting dates. Suggestions included the following: (1) that colleges follow the same pattern; (2) that student teaching not be postponed until the end of the senior year; and (3) that there is great merit in student teaching assignments starting at the beginning of the school year.

The Assignment Process

The major aspects of the assignment process are:

1. The screening of student teachers by the college,
2. The nomination of potential cooperating teachers,
3. The assignment of a student teacher to a cooperating teacher.

1) Colleges were asked to list their requirements for admittance to student teaching; the result appears as Table 5. It should be noted that this was an open - response question; absence of an item does not necessarily mean that it is not used in practice. The salient finding is that grade averages above the level needed for graduation are required of student teachers, i.e., marginal students are prevented from entering student teaching programs.

Deadlines for application for student teaching vary widely among the colleges and are from one to seven months prior to the beginning of the field experience. The application deadlines have a close relationship to the dates when assignment requests are made to the school districts. In this regard it should be noted that school districts would prefer more commonality in these request dates and deadlines. This desired and relatively simple change would probably require greater uniformity in the application deadlines in the colleges.

The major steps in assigning a student teacher were reported by the colleges. The pattern shown below describes the practices in nearly all the colleges:

1. Student applies.
2. Records of academic performance and recommendations, including some made on the basis of special interviews, are accumulated.
3. An evaluation is made, often by a faculty committee.
4. The student is accepted or rejected.

TABLE 5 - Expressed Requirements for Admittance to Student Teaching[a]

College	Prior Admit. to Teachers Educ. Prog.	G.P.A.		Recommendation		Prerequisites				Inter-view	Comm. Approve.
		Cum. or Ed.	Tch. Fld.	Educ.	Tch. Fld.	Speech Profic.	Spec. Courses	Standing or Hours	Sept. Exp.		
Allegheny College				X				X	X		
Baldwin-Wallace	X	Cum. 2.3	2.5	X	X	X	X	X	X	X	X
Bowling Green				NOT	AVAILABLE						
Case Western Reserve		Cum. 2.5	3.0	X			X	X			
Cleveland State		Ed. 2.5	2.25	X	X	X	Meth.				
Hiram College		2.25		X	X	X	X	Sr.	X		X
John Carroll	X	Ed. 2.5 Cum. 2.2	2.5	X	X		X	X		X	X
Kent State		Both 2.25	2.25	X			X	X		X	
Miami University		Cum. 2.0	Sec. 2.25	X			X	X			
Notre Dame	X	Cum. 2.2	2.5								
Ohio State		Both 2.25	2.25					X	X		
Ohio University		2.25				X	X	X			
Saint John		Cum. 2.0 Ed. 2.5	Elem.				X	X			
Ursuline College		Cum. 2.5	3.0	X	X					X	

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[a] This was an open question - not checklist. Omission does not show absence in fact.

5. A request for placement is made at the cooperating school district.

2) When school districts were asked to explain the process of choosing cooperating teachers, two major patterns emerged with several variations. Nine systems, including most of the larger ones plus some small ones, establish a list in advance of requests. Usually the principal is the key "selector" and usually the actual assignment of the student teacher is then made from the list by a central office administrator. In one case teachers were not aware of being on the list until a request came in, at which time they were asked whether they would serve. In the other instances the teacher's approval was obtained before his name was placed on the list.

Among the remaining districts a request from a college initiated the process. Usually the principals (nine cases) or the principals plus the central office person (three cases) then selected a likely cooperating teacher who was then contacted. In four instances here the final assignment remained at the central office. The principal handled this in other systems.

Overall, the principal emerges as the key figure in the choice of cooperating teachers. ("What can be done to help him make the best choices?" is an emerging question). Also it seems that larger districts tend toward the "prior list" approach while most, not all, smaller districts react to college requests as the first step.

The role of the principal has only two duties that are universally found: the approval of the service of the cooperating teacher and the approval of the student teacher. Beyond this it is hard to generalize. Some principals seek out and encourage service of certain teachers, perhaps because they have served well previously or in the belief that they have not served but are fully qualified.[1]

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[1] Section Three of the report discusses the principals' criteria for selection.

Others, it is reported, approve the request of any teacher with the requisite education and experience and, if they encourage such service, do so on a school wide basis. Practices regarding the examination of the student's credentials and personal interviews also vary widely.

In negotiating an assignment with a school district the colleges approve the cooperating teacher. Thus, it can be said that all cooperating teachers are approved by the colleges. Beyond this right of approval (or 'veto power'), what role do colleges play in selecting cooperating teachers?

The assignment process is, of course, a joint college-school affair. But the share of the decision-making held by either party depends upon the policies and procedures of the college and the school, the interests, information, and needs of each negotiator, their personal and institutional relations, and the character of the assignment request. Thus, it is difficult to describe the process on a college basis, a school district basis, or even a specific college-school combination.

3) A simple and probably incomplete attempt to survey the college practices involved asking each college to note it all, most, some, or none of its negotiations were in these categories of relative influence:[1]

A: College suggests cooperating teacher; school approves.

B: Joint exploration and negotiation.

C: School suggests cooperating teacher; college approves.

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[1] Some hypothetical statements of college representatives illustrative of the range of negotiations include:

Type A: "We would like Teacher X to be this student's cooperating teacher (and she is willing to serve). Do you approve?"

Type C: "We would like to place this student in your district for a Fall quarter assignment in the first or second grade. Do you have a cooperating teacher available?"

The results (with number of colleges) were:

	ASSIGNMENTS				
	All	Most	Some	None	Total
Type A (College)	2	1	3	7	13
Type B (Joint)	5	3	5	0	13
Type C (School)	0	4	3	6	13

Note that every college reported some Type B (joint) negotiations and that half of the colleges also reported some relations where they or the school predominated.

Examining each college's response shows no difference due to size. There is, however, some tendency for colleges with a significant activity limited to one district to report a heavy college role (Type A) in this process and for colleges with relatively few assignments in many districts to report that the schools played the major role in selecting cooperating teachers.

Another factor to be considered in examining the assignment procedure is decentralization of decision making within the college and within the school district. Generally, in the school districts the principals and a central office administrator approve the assignment of a student teacher. The information, provided by central office administrators, indicated that in most cases they had the major role in deciding to accept a particular student teacher. In a minority of cases the principal has the major role or it is shared evenly by the principal and the central office person. In only two cases it is the school superintendent involved in the decision.

A common pattern calls for two steps in the decision process. The first is a central office decision to place a particular student teacher. The second step establishes a specific building and cooperating teacher. When such a sequence is followed, principals tend to play a minor role in the first step and a major role in the second step - the specific assignment. School district administrators, when asked if they required an interview with all potential student teachers responded as follows:

Yes, - five districts.
Yes, for some buildings only - two districts.
No, but would like to - five districts.
No, - ten districts.

The final step in the assignment process is to inform the participants of the assignment decision. Some colleges have developed forms for requests and confirmations. Only one school district (Cleveland) reported having a specific format for the paper work required in arranging and confirming an assignment. There has been however, considerable interest expressed in the development of a request and confirmation form that could be employed by all the colleges and schools. It has also been suggested that a copy of this form could be furnished to the CAST Committee (or some other group) to provide the basic information for preparing reports on student teaching activity.

Orientation

Recommended practice in student teaching calls for orientation of the student teacher and the cooperating teachers.[1]

Methods of orienting cooperating teachers seem to vary greatly among the colleges. Three colleges offer graduate courses on the supervision of student teachers: two report small attendance, the other indicates that 90 percent of the cooperating teachers have attended.[2] The least formal methods were reported by three colleges who have no formal orientation and five who employ an *ad hoc* approach that calls for individual orientation of cooperating teachers by the college supervisor.

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[1] See, for example, "Toward Improved Student Teaching" pp. 9-10.

[2] It should be noted that the college with high participation is centrally located, has a low turnover of cooperating teachers, and expects that they will take this course. The other colleges offer the course on their campuses, out of the County.

Three colleges mail orientation materials, two have campus conferences and one has a dinner meeting. The percentage of cooperating teachers receiving orientation seems low and appears to decline as the complexity and the effort required increases.

Only three school districts require orientation for cooperating teachers. Only one district reported having an orientation program on the district level. Several districts desire help in this matter, believing that increased efforts in orientation are needed.

While this survey of colleges and schools provides little data on the participation of cooperating teachers in orientation programs,[1] the response indicates that orientation needs strengthening in terms of the participation rate and the quality of the preparation of cooperating teachers. The census findings, particularly those indicating that cooperating teacher turnover is high and that 50 percent have not served in recent years, suggest that there are many new cooperating teachers each year in need of orientation.

Orientation programs for student teachers are provided by each college. These programs, with one exception, take place on the campus or in a 'student teaching center'. The programs include an orientation at the start of the assignment (seven colleges) as part of an on-going seminar for student teachers. Some examples:

- Notre Dame orients in the Spring for Fall assignments.
- Case Western Reserve holds half-day sessions for the first week of college classes.
- Allegheny has a Spring orientation followed by another session at the start of the assignment.

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[1] Part Three a Survey of Teachers and Principals, provide some data on rates of participation.

Five school districts require a formal orientation at the district level for incoming student teachers. These range from 'brief' to 'half-day' in length. On a less formal basis, principals and cooperating teachers are expected to provide orientation for the new student teacher.

Evaluation of Cooperating Teachers

When asked how they attempt to judge potential cooperating teachers' competence to serve, nearly all districts indicated that they rely on the principals' professional evaluations. One-third of the respondents mentioned evaluation by a central office person as well. Several stated the criteria used, the most important of which were overall teaching quality and ability to get along, and to communicate.

No district reported a formal procedure for evaluating the performance of cooperating teachers.

The extent of formal evaluation of cooperating teachers by the college is not known. At least one college has a formal system, others are known to maintain some records in this regard. None of these are shared with schools, the teachers, or with other colleges.

Table 6 summarizes the colleges' evaluations of the 1967-1968 cooperating teachers in Cuyahoga County. The great majority of teachers are viewed as excellent or satisfactory cooperating teachers, with a somewhat better situation at the elementary level than at the secondary level. While only a minority (7 percent, elementary; 12 percent, secondary) are regarded as inadequate, converted to absolute figures, this represents 150 assignments with cooperating teachers rated as 'inadequate'.

In view of the large surplus of qualified potential cooperating teachers, two questions arise: (1) How can inadequate cooperating teachers be either deterred from further service or helped to render adequate service? (2) How can

TABLE 6 - Colleges' Evaluation of 1967-1968 Cooperating Teachers

Evaluation	Elementary Average	Elementary Range	Secondary Average	Secondary Range
Excellent	58%	20%-100%	28%	0%- 70%
Satisfactory	35%	0%- 60%	60%	20%-100%
Inadequate	7%	0%- 20%	12%	0%- 40%

Definitions

Excellent: Want to use frequently.

Satisfactory: Would use again.

Inadequate: Do not want to use again.

correct choices be made from the apparent surplus of potential cooperating teachers?

It appears that the criteria for selection of cooperating teachers, the process itself, and the evaluation of service are all areas in need of further study and improvement. The data on supply show that there should rarely, if ever, be a situation where a student teacher is assigned to an inadequate cooperating teacher. Inappropriate assignments, despite the schools' reports that only 25 percent of potential cooperating teachers are serving, suggest that the placement and selection system needs strengthening and that ways must be found to make more of the potential cooperating teachers interested in providing this service. Even assuming that only half of the qualified teachers would serve in a given year, with no multiple service, the number of assignments could be doubled.

Employment of Student Teachers

Is student teaching a major recruiting device for school districts?

Table 7 compares the number of student teachers hired last year with the total number of student teachers and the total number of new teachers hired. The results suggest that student teaching is only a minor aspect of the recruiting process in school districts. Only 10 percent of the 1967-1968 student teachers were hired by a district in which they did their student teaching; although it is likely that the percent receiving offers was significantly higher. The range was from 0 to 44 percent hired with some tendency for the higher percentage to be found in the smaller districts in outlying areas of the County. This finding is in accord with the belief that in such outlying districts the student teachers are frequently residents; the geographical factors that influence the student teaching decision would also affect the post-graduate employment choice.

TABLE 7 - Student Teachers Employed By Districts[a]

Districts	1 '67-'68 ST's	2 '67-'68 ST's Hired	3 Percent 2 of 1	4 Estimated % of ST's Hired Past 5 Years	5 Estimated Total New Teachers '68-'69	6 Percent 2 of 5
Westlake	7	2	28%	50%	30	7%
Brooklyn	14	2	14%	40%	15	13%
Berea	113	15	13%	40%	50	30%
Cleveland	445	32	7%	33%	800	4%
Euclid	99	12	12%	25%	40	30%
S.Eulcid-Lynd.	69	8	11%	25%	45	18%
Bay Village	10	2	20%	25%	35	6%
Parma	136	25	18%	20%	180	14%
Garfield Hts.	38	3	8%	15%	50	6%
Warren. Hts.	26	5	19%	11%	40	12%
Olmsted Falls	12	0	0%	10%	22	0%
Mayfield	33	3	9%	8%	33	9%
Strongsville	15	4	27%	7%	21	19%
Bedford	25	6	24%	7%	55	11%
Chagrin Falls	10	0	0%	5%	20	0%
North Royalton	7	0	0%	5%	3	0%
Lakewood	85	3	3%	5%	75	4%
Fairview Park	35	2	6%	2%	15	13%
Rocky River	13	1	8%	N/AV	17	6%
Solon	9	4	44%	N/AV	15	27%
Shaker Heights	31	3	9%	N/AV	70	4%
Orange	24	4	17%	N/AV	31	13%
Totals	1256	133			1662	
Averages			11%	18%		8%
Extremes	7 to 445	0 to 32	0 to 44%	2 to 50%	2 to 800	0 to 30%

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[a] Not all districts participating in the survey provided these statistics.

School districts do give preference in employment, other things being equal, to their student teachers. Ninety percent of the districts indicated this preference, several of them stating a very strong preference.

The 1967-1968 student teachers hired by those districts represent only 8 percent of the total number of new teachers hired, ranging from a low of 0 to a high of 30 percent.

While the percent of student teachers hired last year was lower than the average of the five preceding years, the comparison is best made by using the median values of 11 percent and 13 percent, respectively.

In interpreting all of the above it is important to remember the following.

1. A significant proportion of the student teachers do not teach anywhere the following year; many never teach.
2. Many student teachers with Spring quarter and Spring semester assignments will be seeking employment before they have had any involvement with the cooperating school district.
3. The great majority of new teachers hired have had student teaching. Thus, to a considerable extent, the school districts are training each other's new teachers.

The Supply of Cooperating Teachers

To determine the supply of potential cooperating teachers at various levels and to compare supply with demand, each district executive gave data on the actual number of teachers and an estimate of the percent qualified to serve as cooperating teachers in these categories: (1) elementary teachers with three years experience and a Bachelor's degree; (2) secondary teachers with three years experience and a Bachelor's degree only; and (3) secondary teachers with three years experience and a Master's degree.

The results (Table 8) indicate expremely wide variations,

TABLE 8 - Percent of Staff With Three Years Experience Who Are Potential Cooperating Teachers[a]

	Elementary	Secondary		Actual Cooperating Teachers as Percent of Potential Number
	B.A.	B.A. Only	M.A.	
	100%	100%	100%	13%
	90%	90%	90%	14%
	90%	60%	90%	25%
	80%	85%	95%	19%
	80%	80%	95%	26%
	75%	75%	75%	21%
	75%	75%	75%	25%
	75%	50%	95%	35%
	75%	50%	60%	13%
	70%	70%	80%	22%
	60%	80%	90%	11%
	60%	50%	60%	33%
	50%	50%	75%	50%
	50%	50%	50%	15%
	40%	50%	80%	23%
	40%	30%	50%	14%
	35%	40%	N/AV	25%
	25%	25%	30%	116%
	20%	20%	20%	87%
	10%	20%	50%	80%
	10%	10%	50%	50%
Median	60%	50%	75%	25%
Range	10% to 100%	10% to 100%	20% to 100%	11% to 116%

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[a] Districts ranked by percentages of elementary B.A. teachers.

among the school districts. These variations are so great as to suggest that the district administrators applied significantly different criteria (none are specified on the questionnaire) in determining qualifications.

While there are large variations in 'percent qualified' among the districts the responses for the three categories are highly correlated.

Relationship	Correlation Coefficient[1]	Significance
'Percent qualified, secondary B.A.' vs. 'Percent qualified, elementary B.A.'.	.89	p .01
'Percent qualified, secondary M.A.' vs. 'Percent qualified, elementary B.A.'.	.84	p .01

In addition to the wide variations in evaluations, noted above, there is a general tendency to find the highest percent of qualified teachers among those holding Master's degrees. All districts estimated that secondary teachers with Master's degrees were at least as likely, and in nearly all cases much more likely, to be qualified to be cooperating teachers.

This expected finding should not overshadow another result: many (typically 50 percent) secondary teachers with B.A. degrees and three years experience are judged to be qualified for service. This confirms the response to another question asked of all administrators: What are the minimum qualifications for service? An overwhelming majority called for a Bachelor's degree, a provisional certificate, and three years experience as minimums. Only one response called for the Master's degree as a minimum. Four responses held that two years experience was adequate at the elementary level; three said the same for secondary assignments; and two at each level indicated that five years experience was required.

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[1] Correlations calculated by the rank-difference method.

It is important to note that there is little difference in minimum qualifications as stated by administrators, although the State Department of Education has different standards for elementary and secondary cooperating teachers. Again, it should be recalled that minimums not optimums were requested.

The data in Table 9 suggest that a strict application of the state standards for secondary assignments would: (1) prevent an estimated 2,410 teachers, holding a Bachelor;s degree, three years experience, and provisional certificate, and the necessary personal qualities, from serving as cooperating teachers. These teachers are 60 percent of the total secondary pool of 4,030 teachers. (2) Require an extremely high rate of service from secondary teachers with Master's degrees: 45 assignments per 100 teachers, two and one-half times the rate (18 assignments per 100 teachers) needed if the M.A. specification were removed. Undoubtedly this would create serious shortages of assignments in some secondary subject fields.

Table 8 also shows the actual number of cooperating teachers (1967-1968) as a percentage of the potential number. The median response is 25 percent utilization with a range from 11 to 116 percent, although 16 of the 21 responses are in the range of 10 to 40 percent.

It was expected that those districts with intensive student teaching activity, relative to faculty size, would be highest in terms of actual cooperating teachers as a percent of potential number (Table 8). This is not confirmed by the data: there is no correlation between that statistic and the participation rate (as developed in the census section)[1].

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[1] The correlation between rankings on these two measures is 0.02.

TABLE 9 - Supply vs. Demand for Cooperating Teachers in Cuyahoga County

	Qualified[a] Cooperating Teachers	Assignments[b]	Assignments Per 100 Teachers
Elementary, B.A.	2,830	901	32
Secondary, B.A. Only	2,410		
Secondary, MA.	1,620		45
Total Secondary	4,030	730	18
Total, All Levels	6,860	1,631	24

[a] The districts reporting data have 68 percent of the total teachers in the County. The County estimates are developed by extrapolating, on that basis.

[b] Obtained from the Census - Part One of this report.

The statistical explanation of this unexpected finding is that the most active districts believe that a large proportion of their teachers are qualified while the least active districts report that a smaller proportion of their teachers are qualified. Here we reach the limit of the use of data, for we cannot determine cause and effect, only relationships. Is the intensive participation in student teaching the result of a judgement that many teachers are capable of such services? Does a liberal judgement of the ability of the teachers to participate follow from intensive successful activity. Or are both statistics, participation and capability, related to some other factors.

Rewarding the Cooperating Teacher

Generally, the financial remuneration of the cooperating teacher is established by the college; only one school district had a fee schedule for its teachers (Cleveland, with minimums of $50 per quarter, $70 per semester). Most districts see variations in fees as presenting no problem so long as they are so small as to be only token amounts. Several districts did offer the comment that a radical increase (to $500 per semester) would significantly alter the whole issue of cooperating teacher availability and responsibility.

Six districts had some special recognition for cooperating teachers: letters of appreciation (3 districts), in-service credit for the work (3 districts), and recognition in an assembly (1 district).

The colleges provide stipends in these forms for cooperating teachers:

Tuition waiver only - 1 college
Waiver or cash fee - 1 college
Cash fee - 9 colleges
No stipend - 1 college

Cash stipends range from $50 to $100 per full assignment. They range from 8 to 45 percent of the student teacher's tuition and fees, averaging 20 percent as shown on Table .

Of the ten colleges that have cash stipends, only two provide for variations in the fee schedule: a B.A. - M.A. differential (Baldwin-Wallace) and an elementary - secondary differential, related to the differences in length of assignment (Cleveland State University).

Cooperating teacher stipends have not increased in line with student teacher's tuition and fees. For example, ten student teachers (one from each college paying a cash fee), would have paid tuition and their cooperating teachers would have received compensation as follows:

TABLE 10 - Student Charges and Teacher Compensation - 1962-1967

College	Student's Fees, Tuition			Cooperating Teachers Fees			C.T. Fees or Percent S.T. Fees
	1962	1967	Gain	1962	1967	Gain	
Allegheny College	$ 471	$ 540	$ 69	$ 50	$ 50	$ 0	9%
Baldwin Wallace	314	533	219	50	BA 50 MA 60	0	9%
Case Western Reserve	360	440	80	75[a]	100[a]	25	23%
Cleveland State	El. 270 Sec. 162	165 126	- 105[b] - 39[b]	El. 75 Sec. 50	75 50	0	45%
Hiram College	373	600	227	50	50	0	8%
John Carroll	150	245	95	70	70	0	29%
Kent State	100	170	70	70	70	0	41%
Notre Dame	125	170	45	50	70	20	41%
Ohio State	150	175	25	c	c	----	----
Ohio University	200 sem.	165 qtr.	30[d]	70 sem.	50 qtr.	3	30%[d]
Saint John	180	180	0	----	----	----	0%
Ursuline College	160	245	85	70	70	----	29%

[a] Teacher may have 3 credit hours of free tuition in lieu of cash fee.

[b] During this period, C.S.U. became a state supported university.

[c] Fee waiver.

[d] Calculated by assuming one quarter = .67 semesters.

	1962	1967	Increases
Tuition Paid by 10 Students	$2,523	$3,273	$ 750 or 30%
10 Cooperating Teacher Fees	630	655	25 or 4%
Cooperating Teacher Fee Percent of Tuition	25%	20%	

The tendency for cooperating teachers' fees to decline relative to student teachers' fee might not continue. Six independent colleges predicted increases in tuition for 1970 totaling $263, with projected increases in teachers' fees totaling only $20. This, by itself, would be continuing the trend.

The state supported universities made no projections since the subject is under state-wide review. Should the outcome be a significant increase in fee structure, the trend will be reversed, for these institutions account for 70 percent of the activity locally and state-wide.

There are, of course, other rewards for the cooperating teacher: the intrinsic satisfaction in helping a new member of the profession, recognition from the college, and recognition in the school. The survey did not include college practices in non-financial rewards such as the conferring of an appropriate faculty title, invitations to college professional and social activities and other special privileges. Nor did it include school practices that might assist the cooperating teachers' attempts to devote a significant amount of time in planning and review with the student teacher and the supervisor. These practices are believed to be few and, in general it can be concluded that: (1) financial compensation is low and declining relative to tuition and relative to teachers' salaries, (2) non-financial rewards conferred by the colleges and the schools are few.

Thus, it might be appropriate to explore the types of reward that will encourage participation in orientation and conscientious and repeated service by fully qualified teachers.[1]

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[1] Part Three of this report includes a beginning of this research on the needs of teachers, as viewed by teachers and principals.

The College-School Relationships

An earlier section of this report describes the assignment process. This section will attempt to treat a number of factors that determine college-school relationships.

It will be recalled from the census of student teaching that each of the colleges has an opportunity to deal with 33 school systems in the County, and thereby to establish 398 college-school combinations in student teaching. Only 148, (37 percent) of the maximum number of relations were used in 1967-1968. What are the factors that tend to expand or reduce the number of school districts that a college will use? Are the colleges and school districts contemplating any changes in the existing pattern

When colleges were asked to assess the relative importance of a number of factors in arranging assignments the result, Table 11 , indicated that the teaching field is the single most important factor. Yet the factors of 'student desire' and 'geographical considerations' rank second and third respectively. Since 'student desire' is frequently for specific location, we can therefore conclude that 'geographical considerations' is for most colleges a very important consideration: perhaps the most important factor.

The low ranking for 'specific cooperating teacher' as a factor in determining assignments can probably be interpreted to mean that it does not determine the choice of school district.

College representatives were asked to indicate the number of school districts with which they would like to cooperate in student teaching, assuming that they would be able to greatly increase their activity in any or all districts. The general pattern of responses indicated that the optimum number of districts is somewhat less than the present number utilized.

It is interesting to note that when asked if there were

TABLE 11 - Rank Order of Factors in Assignment Requests

Factor	Number of Colleges Ranking This Factor: First	Second	Third	Fourth	Fifth	Overall[a] Ranking
Teaching Field	5	4	2	1	2	First
Student Desire	7	0	2	4	1	Second
Geographical Factors	0	8	2	1	3	Third
Specific Cooperating Teacher	1	0	6	5	2	Fourth
Relations With District	1	2	3	3	5	Fifth

[a] Overall ranking determined by weighting first choice as 5, second choice as 4, etc.

any districts where they want to reduce or end activity no college responded in the affirmative. When asked if they wish to start or increase assignments in certain districts six colleges did answer in the affirmative.

There is some inconsistency in the collegs' answers: (1) they wanted to work with fewer districts, (2) they do not want to terminate or reduce activity in any school district, (3) the colleges would like to increase activity in selected districts. The inconsistency arises, probably, because the colleges know that any attempt to intensify their student teaching activity in selected districts would inevitably result in a termination elsewhere.

The number of college-school relationships is somewhat reduced by the colleges' efforts to place several student teachers in a single school building. Eight of the eleven colleges stated that a minimum of two or more student teachers should be assigned to a given school building at one time. When asked to indicate an optimum number of student teachers in a building, most colleges gave responses in the range of four to six students. Finally, when asked to indicate a maximum number of assignments in a building, most colleges indicated no upper limit. Where a limit was given, it ranged from a low of three to a high of twenty.

Actual practice in clustering student teachers to permit more effective supervision is far below the optimums expressed above. Only 266 student teachers (16 percent of the 1967-1968 assignments) were in the preferred range of 4-6 per building. Eighty-four percent of the assignments were below the optimal range. Among these were 640 students, 39 percent of all student teachers, who were alone, i.e., they were the only student teacher from their college in their building during a given semester or quarter.

Only two colleges indicated any racial, religious or ethnic constraints in assigning student teachers and these belated to assignments of priests and nuns for student teaching.

How many colleges does a school district prefer to work with? School representatives replied as follows:

'Many colleges' - 11 districts
'Several colleges' - 10 districts
'Few or One' - no districts

In explaining their answers, districts noted a desire for variety and for ideas from several colleges. Five schools cited a broadened recruitment base as a reason. Only one district opposed working with many colleges, believing that it would be an unwieldy arrangement.

These responses confirm the findings in Table 4, Factors in Accepting Student Teachers, by revealing the open position of most schools - responding to college requests and welcoming contacts from many colleges.

School districts indicated that they wanted to maintain relations with certain colleges: thirteen districts said 'Yes' to such a question. The school representatives expressed a desire to work with those nearby and with those currently involved. The response suggests that any attempts to alter or to limit college-school combinations will call for careful study, realistic assessment of the benefits and attempts to maintain, perhaps through other means, the contacts with many colleges that are highly valued by school administrators.

Change in Student Teaching

What are the problems, the emerging and proposed programs and the suggested changes in student teaching?

School district representatives, in responding to an open-ended question about the districts 'major problems' relating to student teaching indicated the following:

Mentioned three times:
None - no problems.
Variations in time-date pattern of student teaching.
Inadequate data from colleges on students.
More requests in some areas than cooperating teachers availability.
Identifying and matching cooperating teacher with student teacher.

Mentioned two times:
Better orientation of cooperating teachers by colleges.
More supervisory leadership from colleges.
Basic communications with colleges.

Mentioned one time:
Shifting of schedules by colleges.
Cancellations - honorarium payments.
Community resistance.
Arranging interviews prior to assignment.
Variations in request dates.
Better supervisory leadership in district.

It should be noted that in discussion the school representatives indicated that these problems were not seen as very serious, as such, but said that the potential of cooperative approaches was the key issue. A total willingness to cooperate to improve student teaching seemed evident.

When asked for specific suggestions for solution of problems, school districts listed the following:

Mentioned five times:
Colleges should take the lead in establishing better communications, making more visits, etc.

Mentioned four times:
No suggestions.

Mentioned three times:
Establish common request dates.

Mentioned two times:
- More encouragement to cooperating teachers.
- Standard form for requests and data.
- Common time-date patterns.

Mentioned one time:
- Have a system supplement to the Handbook too.
- P.T.A. approach by colleges.
- Earlier requests so we can interview.
- Improved identification and matching of cooperating teachers.

There appear to be no formal on-going joint arrangements among colleges in student teaching. The state universities do supervise for one another in emergencies, but the numbers involved are very small. The same is true of the three private colleges who indicated some ad hoc cooperation. Little, or no, cooperation within the County was indicated.

When asked what factors might increase the number of students sent into the County, only four gave positive responses. Two said a shift in student desire would do it. One each said developing cooperative supervision and more openness by the suburban schools would be factors. None of these seem highly significant, indicating that enrollment increases and newly involved colleges will be the keys to any further growth here.

In answer to an open-ended question about major problems, the colleges mentioned the following:

Cited by six colleges:
- Identification and recruitment of good cooperating teachers.

Cited by three colleges:
- In-service training for cooperating teachers.

Cited by two colleges:
- Closer cooperation with districts.
- Travel time.
- Placement in special subject areas.
- Improve college supervision.

Cited by one college:
- Better placement.
- Freedom to innovative.
- Time too short - personality conflict between student and cooperating teacher.

Note the significant number of items relating to choice, training, matching, etc., of cooperating teachers. Each college listed at least one problem.

Finally, colleges listed plans they have for significantly altering student teaching in the near future:

Cited two times:
  A team approach to be used.
  Concentrate student teachers.
  A professional semester.

Cited one time:
  Give school people more responsibility.
  Multi-situational placement.
  Subject-centered - student teacher centers.
  Change grading system.
  Improve orientation of cooperating teachers.
  More experience for student before student teaching.

As compared to school districts, colleges seem to have many more plans for change. Only four said nothing was being planned which would affect student teaching significantly.

ANALYSIS OF STUDENT TEACHING
METROPOLITAN CLEVELAND, OHIO, 1967-1968

Part Three:

A SURVEY OF OUTSTANDING COOPERATING TEACHERS AND THEIR PRINCIPALS

Professor Dorothy Becker
Baldwin-Wallace College

INTRODUCTION

Part One of this report provided, through a census, demographic data on all participants in student teaching. Part Two furnished information on the practices and policies of consortium members - the schools and colleges - regarding student teaching. Many types of valuable information were still lacking, including a more extensive study of cooperating teachers, and information about the school principal whose influence on student teaching can be substantial.

Therefore, in June 1968, the Teacher Education Committee arranged for Professor Dorothy Becker of Baldwin-Wallace College to develop and conduct a study that would supply additional information that might be used to strengthen student teaching.

Objective of the Study

The objective of the study is to strengthen the student teaching experience by seeking answers to the following questions:

1. How do those cooperating teachers considered to be outstanding in performance of their role receive student teaching assignments?
2. What comparison can be made in cooperating teachers' and principals' perception of student teaching?
3. What changes would cooperating teachers and principals suggest for improvement of student teaching?

Selection of Participants

Selection of participants was made early in the summer of 1968. Seven consortium institutions, colleges and universities with student teachers in Cuyahoga County, presented a limited number of names of their cooperating teachers who were considered to be the most competent in performance of their role. These were teachers who had worked with at least one student teacher during the 1967-1968 school year. It is important to note that not all their outstanding cooperating teachers were named by the colleges and not all those persons named received the questionnaire. Each college applied its own criteria for selection and there is no assurance that all colleges have applied the same criteria. The names were not entirely representative since some of the college supervisors had already left the campuses for the summer and were unable to submit names. From the names submitted, selection of those to be included in the study was limited to school systems having the largest number of teachers named. Availability of school personnel during the summer was also a limiting factor.

Method Used in Gathering Data

Questionnaires[1] were sent to 68 of the cooperating teachers named by the colleges and to their 54 principals. Where questions asked of principals concerned a particular teacher, principals received a questionnaire for each teacher. For example, a principal with two teachers in the sample received a general form and two forms relating to the cooperating teachers (How chosen, etc.). Due to the anonymous nature of the questionnaire, it is not possible to determine whether responses from the teachers are matched to their principal's reply.

Characteristics of Cooperating Teachers Included in the Study

Demographic information available from the earlier census revealed that each of the grade levels, kindergarten through twelve, in eight different school systems was represented in the sample. The elementary grades were represented by 42 percent of the teachers and the secondary by 58 percent. The average length of teaching experience was 12 years. These statistics are virtually identical with the measures of the total cooperating teacher group of over 1400 teachers.

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[1] Sample questionnaires are found in the Appendix.

Years of Experience	Number of Teachers
0 - 2	0
7 - 10	13
11 - 14	9
15 - 18	9
19 - 22	5
23 - 26	1
27 - 30	1
31 - 34	1
35 - 38	4

The following table shows characteristics of cooperating teachers included in the sample compared to all cooperating teachers included in the original census.

	Certification %			Education %			
Cooperating Teachers	Temp.	Prov.	Prof. Perm.	NO BA	BA	MA	C.T.'s Serving More Than Once 1967-1968
In the Sample	0%	20%	80%	0%	58%	42%	67%
All Cooperating Teachers	1%	32%	67%	1%	56%	43%	23%

Responses were received as follows:

	Surveyed	Responded	Response %
Elementary Teachers	29	26	89%
Secondary Teachers	39	26	67%
All Teachers	68	52	76%
Principals	54	34	63%

SELECTION OF COOPERATING TEACHERS

Method By Which Teacher Received Assignment

The following question was addressed to cooperating teachers: "Please check the item below which indicates the method by which you were chosen to be a cooperating teacher last year 1967-1968." In a few instances more than one method was indicated. Thus, percentage totals may exceed 100 percent.

Method	Responses		
	All Cooperating Teachers	First-Time Cooperating Teachers	Cooperating Teachers With Prior Service
Requested by Principal	46%	79%	33%
Requested by District Administrator	13%	22%	10%
Requested by College	31%	0%	43%
Requested by Student Teacher	6%	7%	6%
Volunteered	13%	0%	18%

The importance of the principal's role in recruiting high quality cooperating teachers is highlighted by the fact that a large percentage of the new cooperating teachers (28 percent of the respondents) indicated that the request to accept a student teacher was made by the principal.

Principals were asked the following question: "How did the teacher named on the attached sheet become involved in the student teaching program last year 1967-1968?"

Method	Responses
Requested by Principal	65%
Requested by District Administrator	21%
Requested by College	29%
Requested by Student Teacher	3%
Volunteered	18%

In interpreting the differences between responses of principals and teachers, it should be noted that these responses are not matched, i.e., the principals of some teachers may not have responded and vice versa.

The Principals' Request

Due to importance of the principal's role in the selection of cooperating teachers, two more questions concerning assignments were directed to principals only. "If you, the principal, asked the cooperating teacher to serve, why did you select this individual?"

	Principals' Responses
Had served well in this capacity before.	59%
Had not been a cooperating teacher before but showed promise of being qualified for that role.	34%
Suggestion had been made by others (district, college, student).	17%

Note the broad, almost even, distribution of principals' responses to the following question. "When this teacher was asked to serve as a cooperating teacher:"

	Principals' Responses
It was on the basis of our expected requests from the several colleges with which we work. The exact college was not known.	37%
It was on the basis of requests from a particular college, but the student was not known.	30%
It was on the basis of a college request for a specific student teacher.	30%
Don't know.	3%

The Principal's View of the Cooperating Teacher

Principals were asked to check the three most appropriate items describing the qualities of the cooperating teachers in the sample. "Which qualities do you believe enable this teacher to make a special contribution to a student teaching situation?"

Cooperating Teachers' Qualities	Principals Selecting Quality
Demonstrates creativity and resourcefulness.	76%
Demonstrates a broad knowledge of curricular areas and their related basic objectives.	71%
Shows a genuine concern and liking for working with a student teacher.	68%
Is effective in team-working relationships with student teachers, college supervisors, principal, parents and colleagues.	53%
Demonstrates a respect for the ideas and integrity of a student teacher.	50%
Is able objectively to evaluate performance of a student teacher.	44%

If the principal is to make a judgment as to the teacher's ability to serve in a similar capacity in the future, some evaluation must be made of the teacher's performance as a cooperating teacher. "In forming your judgment about this cooperating teacher's performance in that capacity, what information did you have?" (Check all applicable answers).

Types of Information	Principals' Responses
Conversations with the teacher.	100%
Observation of the classroom situation.	94%
Conversations with the student teacher.	76%
Conversations with the supervisor.	71%
Formal evaluation, using school district form or procedure.	26%
Formal evaluation, using college form or procedure.	17%
No opportunity to form a judgment.	0%

Forty-three percent indicated that formal evaluation was done using either the college or school district form or procedure. This appears to contradict an earlier response received at the district level (Part Two of the report) in which none of the districts reported having a formal procedure for evaluating the success of a teacher in his role as a cooperating teacher. This may suggest that there are evaluation procedures conducted directly with principals that the district executives were not aware of.

Motivations for Serving as a Cooperating Teacher

Concerning motivations for accepting a student teacher, only a low percentage of replies indicated the desire of monetary compensation or tuition as a major factor. Considering the size of the monetary compensation given cooperating teachers, it may not be large enough to be considered by many as a factor for accepting a student teacher. In addition, it could be agreed that teachers who desired substantial financial rewards would not be attracted to serve under the present low scale of fees; thus few would be in the sample.

On this question, differences in responses of the teachers and the principals may in part be accounted for by the fact that principals were referring to motivations of cooperating teachers in general rather than applying the question to a single individual.

Teachers - "Check the three items that most accurately describe your motivations for accepting a student teacher last year 1967-1968?"

Principals - "From the majority of cooperating teachers you have observed, what would you say were their major motivations for serving? Check the three most commonly observed".

Motivations	First-Time Cooperating Teachers	Cooperating Teachers With Prior Assignments	Principals
Believed it to be a professional obligation and responsibility.	100%	70%	85%
Considered it to be an opportunity to grow professionally.	85%	78%	74%
Believed the pupils would profit from presence of a student teacher.	42%	49%	24%
Selected by an administrator and felt he should serve.	29%	13%	22%
Desired the additional monetary compensation or tuition.	0%	9%	14%
Earned in-service credits for salary scale.	0%	2%	0%
Knew a student personally and wanted to work with him.	0%	0%	0%

Acceptance of Future Assignments

Each cooperating teacher was asked: "If asked to do so, I plan to take a student teacher during the 1968-1969 school year".

	Teachers' Responses
Yes.	69%
Probably yes.	12%
Probably not.	4%
Definitely not.	15%

When looking ahead to future student teaching assignments, 19 percent of these teachers indicated that they will not accept a student during the coming year. Listed as reasons were the following: left teaching, transferred out of state, changed positions within the school system. One teacher indicated that the presence of a student teacher caused greater discipline problems in the classroom.

The willingness to accept another assignment (69 percent) is substantially greater than the overall continuation rate in the County. This difference may be explained by the nature of the sample; these are outstanding cooperating teachers and their rate of multiple service in 1967-1968 is far above the County average. Another explanation lies in the vagaries of the assignment process; these teachers are willing to serve but an appropriate request for their location, subject, and grade level might not become available.

ORIENTATION PROGRAMS

Participation and Reaction of Teachers

Most of the colleges cooperating in the study have reported (Part Two) that they hold some type of orientation program for cooperating teachers. Each cooperating teacher was asked about attendance in a formal orientation program and, if so, to evaluate the program.

	Attended Program '67-'68	Reaction of Participants			
		Very Useful	Useful	Not Very Useful	Without Value
First-Time Cooperating Teacher	14%	0%	0%	100%	0%
Cooperating Teachers With Prior Experience	41%	6%	74%	14%	6%

Few cooperating teachers report attending such programs. It is striking to note that first-time cooperating teachers had lower attendance and a lower evaluation of these programs.

It is possible that there is a difference in interpreting the term 'orientation program'. What some colleges consider to be an orientation program may well be regarded by teachers as a simple introductory meeting or a social affair.

Responsibility for Orientation Programs

Replies to the following question are separated into working with one or two colleges compared to principals working with three or more colleges. It cannot be ascertained from the questionnaire whether answers to the following question reflect an elementary-secondary split. However, other available census data indicates that it is in the senior high school that one is most likely to find a number of colleges involved. "Who do you believe should have the major responsibility in the orientation of cooperating teachers?"

	Responses	
Major Responsibility	Principals With 1 or 2 Colleges	Principals With 3 or More Colleges
College Supervisors	56%	67%
School Principals	33%	13%
School District Administrators	11%	20%
	100%	100%

Teachers were asked: "Who did the orientation?"

	Teachers' Responses
College Supervisors	94%
School Principals	0%
School District Administrators	0%
Combination of College Supervisors and School Administrators	6%
	100%

Arrangements for Orientation Programs

The answers to the following question are an indication of an expressed need and suggestion for improvement in orientation programs. Note that none of the responding cooperating teachers desired to continue with the present assignment. "Which arrangement do you believe would be the most effective way for the colleges to orient cooperating teachers?"

Arrangements	Responses Cooperating Teachers	 Principals
Each college doing its own orientation on the campus.	0%	12%
Each college doing its own orientation in our school district.	34%	33%
All colleges arranging joint orientation programs in our school district.	66%	55%
	100%	100%

Content of Orientation

In the following question, note that the rankings are the same for both experienced and first-time cooperating teachers. "What should the new cooperating teacher receive from orientation and/or a handbook? (Check the three most important subjects)".

Content	First-Time Cooperating Teachers	Cooperating Teachers With Prior Service
The method of evaluating student teachers.	85%	75%
The cooperating teacher-student teacher relationship.	71%	59%
The objectives of student teaching.	71%	51%
The role of the supervisor.	57%	43%
The regulations for student teachers attendance, etc.	14%	34%
The college curriculum and/or philosophy.	7%	21%

THE ROLE OF THE PRINCIPAL

Duties of the Principal

The following question was asked of both principals and cooperating teachers. "Check the three most important duties of the principal in a student teaching situation."

	Cooperating Teachers		Principals	
	First Time	Prior Service	1 or 2 Colleges	3 or More Colleges
Encourage an exchange of ideas among all participants.	85%	67%	83%	73%
Help develop an outstanding group of co-erating teachers.	57%	54%	50%	66%
Participate in study groups with a college to bring about changes and improvements in student teaching.	50%	56%	61%	6%
Establish rapport with the student teacher.	42%	45%	33%	53%
Help to assure that all participants meet their obligations.	35%	43%	55%	40%
Interpret the student teaching program to the community, the Board of Education, and the teaching staff.	21%	35%	16%	6%

The response to the question concerning duties of the principal contains almost identical rankings which appear in every column. Exception to this appears in responses of the principals dealing with three or more colleges. Principals with one or two colleges agree with the teachers in ranking 'participation in causing changes in student teaching' very highly. But those working many colleges do not indicate this as important. Interest in innovation appears to be greatest where a school works with few colleges.

Principal's Role in Recruitment of Cooperating Teachers

"What is your view of the principal's role in developing a larger pool of highly qualified cooperating teachers? (Check the three best items.")

Role	Principal's Response 1 or 2 Colleges	 3 or More Colleges
Help in general way by recognition, encouragement of cooperating teachers.	83%	60%
Cooperate with colleges' efforts to develop more qualified cooperating teachers.	77%	60%
Help by encouraging specific teachers to serve.	61%	60%
Help by insisting on frequent college supervision and careful orientation.	22%	53%
Help by being closely involved with each experience.	27%	40%
Help by discouraging some teachers from serving.	22%	6%

Principals working with one or two colleges are more interested in college cooperation to develop qualified cooperating teachers. Those dealing with many colleges are much stronger in their insistence on frequent college supervision. Does this indicate difficulties in supervision or the possibility that the activity of several colleges in schools is associated with infrequent supervision and inadequate orientation?

COLLEGE SUPERVISION

Duties of the College Supervisor

Cooperating teachers and principals were asked to note the most important duties of the college supervisor using the same list of activities as had been used in obtaining college views on this matter (Part Two).

"Check the three most important duties of a college supervisor in a student teaching situation?"

	First-Time Cooperating Teachers	Cooperating Teachers With Prior Service	Principals	College's Ranking
Assist the cooperating teacher in her role.	92%	78%	76%	1
Strengthen college-school relationships.	64%	59%	64%	4
Present the college's viewpoint in student teaching.	64%	49%	50%	3
Protect the interests of the student teacher.	64%	43%	32%	2
Instruct student and teacher in methods.	28%	11%	35%	5

Cooperating teachers and their principals rank these duties in essentially the same order. All, particularly the new cooperating teacher, look to the supervisor to assist the cooperating teacher in her role. The colleges agree with this primary role. New cooperating teachers tend to share the college's concern for protecting the interests of the student teacher; others, more experienced, assign it a lesser importance. Cooperating teachers and, to a lesser extent, principals share the colleges view that the supervisor's role as a teaching consultant is relatively minor.

Teachers' Reaction to College Supervision

"In general, how do you react to the college supervision you have seen?"

Evaluation	First-Time Cooperating Teachers	Cooperating Teachers With Prior Service
Extremely helpful.	0%	16%
Helpful.	65%	55%
Not very helpful.	35%	24%
Of no help at all.	0%	3%

Characteristics of College Supervision

For the following question, three positive items and three negative items were included. "Check all statements which apply to the college supervisors with whom you have worked in recent years."

	Responses	
	Elementary	Secondary
Mutual understanding and trust developed.	56%	72%
Supervision was too vague to be helpful.	48%	32%
Helped by clarifying responsibility and resolving misundertandings.	44%	24%
Helped by supplying instructional suggestions.	40%	28%
Did not know the age level or subject well enough.	20%	20%
Supervised too closely.	4%	0%

The only negative item ranked high is 'supervisor was too vague to be helpful'. The vagueness might refer to suggestions on instruction, to assistance in developing a productive relationship, or to advice regarding the student teachers performance and needs.

EVALUATION

Evaluation of Cooperating Teachers

Principals were asked: "Should colleges evaluate the cooperating teachers?"

	Principals' Responses
No.	22%
Yes, cooperating teacher and principal should receive the evaluation.	40%
Yes, but believe college supervisor and cooperating teacher only should see evaluation.	16%
Yes, but principal only should receive the information.	16%
Yes, but for their own records.	6%

Note that 78 percent of principals responding favor evaluation and most of those in favor prefer the most open evaluation procedures wherein the supervisor, cooperating' teacher and principal receive the information.

Evaluation of College Supervisors

Principals were asked: "Should the school faculty and administration evaluate the college supervisor?"

	Principals' Responses
No.	32%
Yes, and give the evaluation to the college.	24%
Yes, but for supervisor only.	22%
Yes, and give to all (college and supervisor).	13%
Yes, for school use only.	9%

Half of the 'no' responses were from principals who responded 'no' to the previous question on evaluation of cooperating teachers by college supervisors. All but one principal voting 'no' had thirty or fewer teachers, probably indicating that they are elementary school principals. It is possible that communication may be better in the smaller schools; evaluation, on an informal basis, may be taking place.

RECOMMENDED CHANGES

Changes Needed in Student Teaching Programs

Principals and teachers were provided a list of six possible changes and asked to note the three most important ones.

	First-Time Cooperating Teachers	Cooperating Teachers With Prior Assignments	Principals
More time for planning and conferences between the student teacher and the cooperating teacher.	78%	73%	55%
Additional orientation for cooperating teachers.	64%	48%	59%
More communication between college supervisors and teachers.	50%	67%	47%
Additional compensation for cooperating teachers.	57%	32%	50%
Greater recognition (non-financial) by the school and community of the contributions of the cooperating teachers.	21%	18%	26%
Greater recognition (non-financial) by the college of the contributions of the cooperating teachers.	14%	18%	41%

Cooperating teachers, particularly new ones, are most concerned about doing the job effectively - getting time for planning and conferences, receiving additional orientation, having greater communication with the college supervisors. They indicate relatively little concern for greater recognition and, in the case of 'repeaters' (those with prior service) are not seriously concerned about compensation.

Principals show a more evenly distributed preferences. In general they are more concerned about recognition and compensation than the teachers themselves. Again, it should be noted that the cooperating teachers in the survey can be assumed to be reasonably satisfied with the recognition and compensation. Perhaps a survey of qualified but not participating teachers might reveal a greater stress on these factors.

Number of Colleges Preferred

Not all of the respondents ranked three choices for the following question. "At a given time, would you prefer (Rank in preference 1,2, 3).

Patterns	Principals Working With One Or Two Colleges First Choice	Second Choice	Third Choice
Several student teachers from different colleges, different supervisors.	11%	22%	17%
Several student teachers from same college, same supervisor.	44%	6%	11%
Several student teachers from difference colleges, same supervisor.	6%	22%	22%
No preference.	39%		

Patterns	Principals Working With Three Or More Colleges First Choice	Second Choice	Third Choice
Several student teachers from different colleges, different supervisors.	35%	24%	0%
Several student teachers from same college, same supervisor.	18%	24%	18%
Several student teachers from different colleges, same supervisor.	12%	12%	41%
No preference.	35%		

Principals working with one or two colleges prefer a relationship with one college and one supervisor. This is expected and represents little or no change from their present pattern. Similarly principals working with three or four colleges do not want change. Even though they want more orientation and supervision they prefer to deal with a number of colleges and different supervisors. Clearly then, there is little interest in change unless there are obvious benefits (and the question implies no such benefits). There is a tendency to prefer a relationship with a single college to the concept of shared supervision.

SUMMARY

These are the highlights of the survey of outstanding cooperating teachers and their principals:

1. The principal is the key figure in selecting cooperating teachers, particularly teachers who have not served before.
2. Great diversity exists in criteria applied to judging capability of an individual to serve as a cooperating teacher.
3. Agreement on criteria for selection of cooperating teachers would form a basis for a more formal evaluation of individuals.
4. A large percentage (81 percent) of teachers stated that they would be willing to serve again. However, nineteen percent of the teachers included in this study will not be working in that capacity next year. Thus, continuous motivation and selection are necessary for replacement of cooperating teachers.
5. Teachers and principals desire improved orientation and joint orientation programs in the district. The new cooperating teacher needs a different kind of orientation program from the one offered to experienced cooperating teachers.
6. Although two-thirds of the respondents were generally satisfied with the college supervision, it appears that 80 percent of those questioned found the suggestions made by the college supervisor to be too vague to be helpful. Secondary teachers had fewer negative comments than elementary teachers. This may be contrary to the expected when we realize that most college supervisors at the secondary level are not supervising in their own subject speciality.
7. School personnel repeatedly voiced the need for more dialogue with the college supervisors.
8. When comparing perceptions of principals and teachers, the results were more alike than different.
9. There was strong interest expressed in evaluation of the

cooperating teacher and the college supervisor.

10. Cooperating teachers, particularly those who have given repeated service, are more concerned about being assisted to do a more effective job than about issues of recognition and compensation.

Recommendations for Further Study and Action

1. Since a continuous replacement problem is apparent, a study of the orientation process is needed. Topics to be included, suggested methods of presentation, and change in location of orientation programs should be considered. What type of orientation is needed by the beginning cooperating teacher as compared to the experienced cooperating teacher?
2. How can school-college relations be improved so that a better partnership in higher education is achieved?
3. What can be done to increase the college's role in the selection of cooperating teachers?
4. What agreement can be found for qualities which are necessary in good cooperating teachers? When criteria are established, can they then be used as a basis for evaluation of cooperating teachers?
5. What is the role of the cooperating teacher, the college supervisor, and principal in a student teaching situation?

ANALYSIS OF STUDENT TEACHING

METROPOLITAN CLEVELAND, OHIO, 1967-1968

Summary:

WAYS TO IMPROVE STUDENT TEACHING

A summary of implications from Part One,
Part Two, and Part Three.

Dr. John A. Morford
John Carroll University

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Cleveland Commission on Higher Education

WAYS TO IMPROVE STUDENT TEACHING

The first year's work has produced a body of facts and findings, has defined many problems, and has stimulated a flow of ideas regarding the strengthening of student teaching. While further research is needed, much of it should be action research: the exploration of ways to implement suggestions and the evaluation of changes and experimental programs. In addition, there are suggestions for change that can be implemented now, without extensive further study.

Most of the improvements suggested below represent the enlargement of practices that now exist here or elsewhere. Some of these improvements would establish, in reality, some practices considered to be necessary by schools and colleges but rarely obtained. All of these improvements will require an investment of interest, effort, and, in some cases funds. It is our belief that they all represent a sound investment by the colleges and schools and will yield benefits in terms of improved teacher education programs, superior teaching, closer college-school relationships, and an even better supply of well educated teachers for the schools.

To attract and retain the services of such teachers, schools districts should:

1. Improve the recognition and status of cooperating teachers by mentioning their work in internal and public communications; having the superintendent and/or board president commend and thank the teacher; and letting it be known that such service is recognition of special qualifications.

2. Proclaim, at frequent intervals, to the public, to parents, pupils and teachers that the school has the right and a duty to participate in teacher training; that cooperating teachers are carefully selected; that their service brings distinction to them and to the schools; that the activity enhances the education of children; and that while it has recruiting implications, student teaching is essentially a clinical training experience.

3. Reward cooperating teachers by a stipend or credit on salary schedule.

4. Make adjustments in their assigned duties to permit them to conscientiously work with the student teacher and the college representatives.

5. Reconsider policies on service that might keep an outstanding cooperating teacher from making a continuing contribution. This is particularly important in view of the growing number of short-term or split assignments.

Similarly, to attract and retain the services of outstanding cooperating teachers, the colleges should:

1. Affirm the cooperating teacher's status as an associate or adjunct member of the faculty by designating them appropriately, involving them in the professional activities of the college, listing them in catalogs, and taking other steps necessary to develop an on-going corps of cooperating teachers who can give repeated high quality service.

2. Increase the stipends for service to a level commensurate with the work required and the substantial increases in tuition in recent years. Student teaching, perhaps the key phase of the undergraduate preparation of teachers, should have a relationship of direct expense to direct income at least as high as other advanced undergraduate activities.

3. Consider a system of liberal tuition allowances for graduate work as a method of compensation. Although only three colleges offer graduate work within the County, a system of tuition exchange could be established to permit undergraduate and more remote institutions to participate without disadvantage. For example: could a cooperating teacher serving Notre Dame College be granted a tuition allowance at John Carroll University or a teacher serving Ohio University receive an allowance at Cleveland State?

To enlarge the pool of cooperating teachers, The State Department of Education, should:

1. Eliminate the Master's degree requirement for secondary and special education cooperating teachers since the supply of such teachers is relatively small,[1] the advanced

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[1] Such assignments account for 60 percent of student teaching in the County, but the teachers with Master's degrees represent less than 20 percent of the estimated pool of otherwise qualified teachers.

degree is not generally regarded as an essential requirement, and for these reasons the rule has been frequently ignored by all responsible parties.

2. Implement the frequent proposals to give foundation support for student teaching, e.g., $500 per cooperating teacher. We believe this would result in a quantum increase in the quality of student teaching if it were directed toward the identification and development of a corps of professional 'master' cooperating teachers.

To improve the selection of cooperating teachers and the assignment of student teachers, school districts should:

1. Recognize the key role of the principal in selecting, encouraging and - at times - deterring the service of teachers.
2. Do some serious thinking, in conjunction with the colleges, about the qualifications needed by a cooperating teacher. There is evidence that the schools have recommended (and colleges have approved) a significant number of assignments that have been less than satisfactory. Tn addition, the wide variations among school districts in their estimates of the proportion of qualified teachers, would suggest that substantial differences in criteria exist.
3. Get teachers involved in the selection process.
4. Make the decision as to which teachers are basically acceptable in advance of college's requests.
5. Recognize that saying 'no' when no qualified cooperating teacher is available is in the best interests of all parties.
6. Involve college representatives in the selection process, especially at the time of matching student teachers and cooperating teachers.
7. Increase the practice of interviewing student teacher candidates.

To improve the selection of cooperating teachers and the assignment of student teachers, colleges should:

1. Recognize that conscientious efforts to increase recognition and reward of cooperating teachers (as suggested earlier) will reduce turnover, attract more teachers, and vastly simplify the tasks of selection and assignment.
2. Provide more adequate information on the student teacher, considering a common data form for all colleges.

3. Support those districts which interview student teachers by insisting that students make themselves available for interviews.

4. Cooperate with the schools in establishing criteria for selecting cooperating teachers.

5. Evaluate the service of cooperating teachers and share this information with school administrators. This should tend to increase the frequency of service of outstanding cooperating teachers and reduce the service of those whose service has been inadequate.

6. Give careful consideration to ways to develop close relationships with school districts so that the college representative will have a more complete knowledge of the district and its personnel. One approach would involve greater decentralization in the decision making process, assigning to a faculty member or supervisor greater responsibilities in dealing with specific districts. Another means of securing closer relationships involves intensification of student teaching activity in some districts, accompanied by a reduction in the number of districts dealt with. This is discussed in a later recommendation.

7. Work with each other and the schools to establish agreement on request opening dates, deadlines, and cancellation procedures. The outcome of this effort should be a procedure that is less confusing, more equitable, and more likely to produce the best possible set of assignments for the entire year.

8. Develop a common request and confirmation form that can be extended to become the basis of an information system. The minimum goal for this information system would be to generate a periodic census of assignments in the County.

To improve orientation for all involved, the schools should:

1. Develop materials describing the district's policies, regulations, and practices for student teaching to supplement the general guide "Toward Improved Student Teaching".

2. Distribute the student teaching guide and, after a period of trial use and revision, regard it, with its college and school supplements, as the only official Handbook for the school district.

3. Insist that the colleges offer and the teachers attend orientation each year, with special attention to new cooperating teachers. This would include a requirement that each

college offer an effective program at a convenient time and place or cooperate with other colleges in joint programs.

4. Recognize that orientation of student teachers requires the participation of administrators, especially principals. The role of the principal in teacher training might be specified in his job description and developed through special orientation programs.

5. Enable the student teachers to learn about the community and the school district and to meet the superintendent, other central office personnel and specialists.

To improve orientation for all involved, the colleges should:

1. Develop effective orientation programs, particularly for new cooperating teachers. It may be desirable to offer an orientation at the start of the experience and one or more meetings during the experience.

2. Cooperate with each other to explore the benefits of joint orientation programs so that all cooperating teachers in a district (or several neighboring districts) could attend. The new orientation aids (the guide, the slide-tape presentation and the motion picture on the cooperating teacher - the student teacher relationship) have been jointly developed and would lend themselves to joint use.

3. Plan with each other to reduce the variety of starting dates for student teaching. This would facilitate the development of joint orientation for cooperating teachers and would assist the school administrators in their efforts to orient new student teachers.

4. Develop a graduate course in supervising student teachers. At least one such course is offered by one of the participating colleges now. Such a course serves more than the immediate needs of the cooperating teacher: it provides insights and skills in basic issues in human relations and supervision. If a course of this type could become part of the graduate programs of all the colleges (perhaps through joint listing or assuring transfer of credits) and be offered at convenient times and places, it could improve the skills of a greater number of teachers.

The key participant in student teaching is the cooperating teacher who directs the daily work of the student teacher. Well trained experienced cooperating teachers who have served before with a college probably require little, if any, assistance from a college supervisor. Other cooperating teachers do need the assistance of a supervisor.

In simplest terms, to secure good supervision requires: (1) the attraction of competent experienced professionals who command the respect of both college faculty and school personnel and (2) the organizing of the task so that the supervisors time can be devoted to professional work, with a minimum of loss due to traveling from campus to school and from school to school.

The first aspect is largely a college matter, with issues of status, compensation, and working conditions that may require more attention and more resources. The growing use of joint college-school joint appointments can be helpful in this respect.

The second aspect making most effective use of the supervisor, calls for cooperative college-school study and experimentation. Two alternatives, not mutually exclusive should be explored.

1. Through negotiation and careful review of the census data, it should be possible for colleges to concentrate their dealings in fewer districts. A typical college now places 100 students in 9 districts. Could shifts in placement patterns result in utilizing fewer, perhaps three or four, districts? Several favorable outcomes could result:
    a) A greater clustering of students, substantially reducing supervisory travel time and increasing the frequency and length of visits.
    b) Greater knowledge of the schools, that would facilitate better selection of teachers and more appropriate assignments.
    c) Improved attention to orientation of teachers.
    d) For the schools, a reduction in the number of colleges worked with. (The large suburban systems, for example, deal with 6 to 8 colleges now). This could reduce the confusion due to differing college patterns (schedules, forms, practices).
2. Shared supervision. Could colleges with a major supervisory activity in a given system agree to supervise stu-

dents from other colleges? Could school personnel jointly appointed to the several colleges, provide supervision for all colleges - perhaps in a particular building or system-wide?

Both of the above approaches warrant serious study and action on a trial basis. Neither approach attempts to centralize student teaching. To the contrary, they are suggested as ways to strenghten the bonds between colleges and schools.

Still another proposal suggests that a substantial fee would attract and retain a corps of 'master' cooperating teachers whose skill and experience would render unnecessary the present investment in a supervisory staff. The result might be a stronger program at no increase in total cost.

Finally, it is recommended that colleges and schools continue to work together to improve communications, to evaluate the present and proposed forms of student teaching, and to develop a systematic evaluation, including the student teacher, of each assignment.

In these ways we can make the present structure for student teaching more effective while continually exploring new approaches to this key phase in the preparation of our future teachers.

ANALYSIS OF STUDENT TEACHING
METROPOLITAN CLEVELAND, OHIO, 1967-1968

APPENDICES:

APPENDIX A: CENSUS FORMS

- Cooperating Teacher Questionnaire
- Student Teacher Questionnaire

APPENDIX B: STUDENT TEACHER ASSIGNMENT PRACTICES

- School District Survey - Part I
- School District Survey - Part II

- CAST College Survey
- College Survey - Part I
- College Survey - Part II

APPENDIX C: COOPERATING TEACHER SURVEY

APPENDIX D: PRINCIPALS' SURVEY

Appendix A

CENSUS FORMS

COOPERATING TEACHER QUESTIONNAIRE

1. Name______________________________________
 (last) (first) (middle)

2. School system______________________

3. Name of school______________________

4. Description of class:

 a) Grade______________________

 b) Subject______________________

 c) Level of students:

 _____Above average

 _____Average, heterogeneous, ungraded

 _____Below average

 _____Other, (Describe)______________________

 ____

5. Information about you:

 a) Years of teaching experience__________

 b) Certification:
 _____Temporary
 _____Provisional
 _____Professional
 _____Permanent

 c) Education:
 _____Less than Bachelor's degree
 _____Bachelor's degree
 _____Master's degree
 _____Work beyond Master's degree

6. Information about your student teacher:

 a) Name______________________________________
 (last) (first) (middle)

 b) College______________________________________

 c) Student Teaching assignment began________________(date)
 ended (or will end)________________(date)

7. How many other student teachers have you worked with in recent years?

School Year	Number	Name of College(s)
1967-68	_____	______________________
1966-67	_____	______________________
1965-66	_____	______________________

______________________________ ______________________
(signed) (date)

STUDENT TEACHER QUESTIONNAIRE

1. Name____
(last) (first) (middle)

2. Year of birth: 19___ 3. _____Male, _____Female

4. College or university________________________

5. ___Full-time, ___Part-time student. 6. Graduation date_____19____

7. Where is your home?

___City of Cleveland. If so, what section: __NE, __SE, __SW, __NW

___Cuyahoga County suburb. What suburb?________________

___Elsewhere in Ohio. City?____________ County?____________

___Outside Ohio. What state?________________

8. Name of cooperating teacher________________

9. School name________________ 10. School system____________

11. Grade level________________ 12. Subject____________

13. Ability level of students: ___Above average, ___Below average,

___Average, heterogeneous, ungraded, ___Other. Specify____________

14. Assignment was (is) ___weeks, on___full-day, ___part-day basis.

15. Dates of assignment. Start__________ 19__, End__________19__

16. Assignment falls within your college's:

___Fall Semester
___Spring Semester

-or-

___Fall Quarter or Term
___Winter Quarter or Term
___Spring Quarter or Term

17. While student teaching did you?

___Live at your regular college residence, on or near the campus.
___Live in your usual commuter residence.
___Move to a different residence.

18. If you moved, where did you reside during student teaching?

___At home or with relatives.
___In special college housing.
___In a place arranged with college help.
___In private housing arranged with school system help.
___In private housing arranged by yourself.
___Other. Specify________________

19. What was the usual way of getting to and from your assignment?

___Walked ___Used your car ___Used a family car
___Car pool ___Public transportation

20. How long was the daily trip (one way): ______miles,_______minutes

HAVE YOU ANSWERED ALL TWENTY QUESTIONS?

Return the completed form to your college representative. Thank you.

________________________ ________________
(signed) (date)

CAST:4

Appendix B

STUDENT TEACHER ASSIGNMENT PRACTICES

STUDENT TEACHER ASSIGNMENT PRACTICES SURVEY
Part I - School District Survey

At the May 24 meeting at St. John's College one of the work sessions you will attend will be devoted to surveying your school system's practices and policies relating to student teaching. As the responsible administrator, you will be able to provide most of the information without any special advance preparation. Several items, however, might need some research in advance. These are listed below. Please complete this sheet and bring it with you on the 24th.

1. Of the student teachers you have had this year how many have been employed by your system for next year _______? What is the approximate total number of new teachers you will employ for next year _______?

2. Over the past five years about what percent of your own student teachers have you employed full-time following completion of their student teaching _____%?

3. Do you require any specific format for student teaching assignment requests? Yes _____ No _____ If so, please bring a sample.

4. Do you have any written policy guidelines concerning student teaching? Yes _____ No _____ If so, please bring a sample.

5. Please complete the following for your district. Where exact figures are not available, give your best estimate.

   A. Number of elementary teachers. __________
   B. Number of elementary teachers who hold at least a bachelor's degree and have at least three years teaching experience. __________
   C. The percent of "B" whom you estimate are qualified to be cooperating (supervising) teachers for student teachers. __________%
   D. Number of secondary teachers. __________
   E. Number of secondary teachers who hold only a bachelor's degree and have at least three years teaching experience. __________
   F. The percent of "E" whom you estimate are qualified to be cooperating teachers. __________%
   G. Number of secondary teachers with master's degree. __________
   H. The percent of "G" whom you estimate are qualified to be cooperating teachers. __________%

Name ________________________________ Title ____________________

School System ____

STUDENT TEACHER ASSIGNMENT PRACTICES SURVEY
Part II - School District Survey-Sect. 2

1. Who actually decides in your system whether a student teacher will be accepted for student teaching?

   Name________________________________ Position______________________

2. Who decides on the specific assignment?

   Name or Position____

3. Do you require an interview with all potential student teachers?

   Yes _____ No _____

4. Do you require any specific orientation for student teachers at the system level? Yes _____ No _____ If so, how lengthy is it? ____

5. Other things being equal would you give employment preference to a teacher who had student taught with you? Yes _______ No _______

6. Number the following in rank order of their importance to you in deciding whether to accept a student teacher:

   _____ Cummulative grade average
   _____ Teaching field grade average
   _____ College requesting assignment
   _____ Other (please list)
   _____ ____________________________
   _____ Teaching field
   _____ Personal character
   _____ Probability of hiring
   _____ ________________________
   _____ ________________________

7. Who in your district decides whether a teacher will be acceptable as a cooperating teacher?

   Name(s)_____________________________ Position(s)____________________

   _____________________________ ____________________

8. In each of the following categories please circle the minimum qualifications a teacher would have to have in order to be considered for assignment as a cooperating teacher:

		Elementary	Secondary
A.	Degrees	3 years BA MA	BA BA + MA
B.	Certification	Temp. Prov. Prof.	Temp. Prov. Prof.
C.	Teaching Experience	Years 1 2 3 4 5 6	Years 1 2 3 4 5 6

9. Do you have a policy limiting the number of student teachers who may be assigned to a given cooperating teacher? Yes_____ No _____ If yes, please circle the limit below:

   at one time - 1 2 3 +
   in one year - 1 2 3 +
   in two years - 1 2 3 4 5 6 +

10. Do you by policy limit the number of student teachers in any other way, e.g., by building, by year, by subject, by college? Yes _____ No _____ If so, please explain the limit briefly.

11. Do you have any specific deadline before or after which you will not accept requests for student teaching assignments in a given semester? Yes _____ No _____ If yes, please indicate these below:

    Fall _____
    Winter _____
    Spring _____

12. Are there certain colleges with whom you would prefer not to cooperate in student teaching? Yes _____ No _____

13. Do you have any written or unwritten preferences (pro or con) regarding the religion, race, or ethnic background of student teachers? Yes _____ No _____

14. Do you have any special recognition or reward for cooperating teachers? Yes _____ No _____ If so, what? _____

15. Do you have any preference or policy relating to the time - date pattern for student teaching? Yes _____ No _____ If yes, please explain your preference. _____

16. Do you require any set fee schedule for colleges to reimburse cooperating teachers? Yes _____ No _____ If yes, please explain. _____

17. Explain as briefly as possible the process whereby a cooperating teacher is selected in your system. _____

18. How do you attempt to judge a potential cooperating teacher's competence to be a cooperating teacher? ______________________

19. At the end of the student teaching experience do you have any formal procedures for evaluating either the student or cooperating teacher within your district? Yes _____ No _____ If yes, please explain. ______________________

20. Do you require an orientation for all cooperating teachers? Yes _____ No _____ For all new cooperating teachers? Yes _____ No _____ If yes to either, please describe briefly. ______________________

21. If possible we would prefer to work with (many-several-few-one) college(s) on student teaching. Why? ______________________

22. Are there specific colleges with which you will want to keep a special relationship in student teaching? Yes _____ No _____ If yes, please list. ______________________

23. What are your major problems, if any, relating to student teaching? ______________________

24. If there are problems, do you have suggestions for their solution? If so, please explain briefly. ______________________

25. Do you have any special plans for significantly altering student teaching in your district in the near future? Yes _____ No _____ If yes, please explain briefly. ______________________

C.A.S.T. COLLEGE SURVEY

The information requested below is needed for the nearly completed report on student teaching activity. One report per college should be completed promptly and returned to the Committee Office (Cleveland Commission on Higher Education, 1940 East 6th Street, Cleveland, Ohio 44114). Other information will be obtained through interviews and meetings, particularly at the planned May 24-25 meeting.

NOTE: In answering these questions, refer only to undergraduate student teaching, not to other field experiences, M.A.T. internships, etc.

1.

Academic Year	Total Number of Student Teachers	Number in Cuyahoga County	Percent of Total
1962-1963			
1967-1968			
1968-1969			
1970-1971*			

*Estimate based on freshmen enrollment, other factors.

2. If there is a significant change in the proportion of student teachers in Cuyahoga County, what factors explain this change?

3. So that the census report can provide the exact dates of student teaching assignments, please enter below the information for all the usual arrangements in the current academic year.

Quarter or Semester	Dates* Start	End	Total Weeks	Days Per Week	Hours Per Day

*Dates should emphasize start and end of school attendance.

Completed by ______________________________

Name Title

College Date

4/23/68

STUDENT TEACHER ASSIGNMENT PRACTICES SURVEY
Part I - College Survey

College______________________ Representative__________________

1. How many credit hours are earned for student teaching?
Average _________, Maximum _________, Minimum ____________.

2. What is the average charge (tuition, fees) to the student. $____.

3. Are courses taken concurrently with student teaching?
None____, Only special cases____, Optional____, Required_____.
List any required courses, noting credits and location.

____

____

4. Describe briefly any alternatives to student teaching, e.g., internships, regular teaching, for students who want your recommendation for certification. If none, so state.

____

____

____

5. What are your basic requirements for admittance to student teaching? ____

____

____

____

6. Briefly list the major steps in assigning a student teacher, starting with his application. ___________________________

____

____

____

____

____

____

____

7. Provide approximate dates:

	Student Teaching Assignment		
	Fall	Winter	Spring
Earliest applications			
Deadline for applications			
Target date for assignments			

8. What grading system is used in student teaching?
Pass/Fail_____, Letter grades_____, Other_____, Describe_________.

9. What determines the grade? ______________________________________
____

10. Describe your formal orientation program for student teachers.
Time (in relation to start of assignment) ____________________
____
Duration, schedule ____
Location ____
Conducted by ____
Other information ____
____

11. Cooperating teacher fees: What is your fee schedule (explain variations) ____
____

To whom is it paid: _____ Teachers, directly
_____ Teachers, via district
_____ To district

If you provide free or reduced tuition as compensation, please explain your procedure. ____
____

12. Indicate your college's role in selecting cooperating teachers. Check one place per line.

	Number of Districts			
	None	Some	Most	All
College only approves				
Joint negotiation				
School only approves				

13. Evaluate this year's cooperating teachers in Greater Cleveland.

	Elementary	Secondary
Excellent - want to use frequently	_______ %	_______ %
Satisfactory - would use again	_______ %	_______ %
Inadequate - wouldn't want to use again	_______ %	_______ %

14. Of those elementary teachers with BA and three years experience, how many are qualified to be cooperating teachers? __________ %

Of the secondary and special education teachers, with MA and three years experience, how many are qualified? __________ %

Of the secondary and special education teachers, without MA but with three years experience, how many are qualified?__________ %

14. Describe your program for orienting cooperating teachers:
Duration and objectives ______________________________

____

____

Location ______________________________________

Compensation (credits, $) ___________________________

____

Participation ________% of new cooperating teachers.

15. Rank these factors in order of importance in where to request an assignment:
_____ Specific cooperating teacher
_____ Relationship with school district
_____ Desire of student
_____ Geographical factors
_____ Teaching field of student

16. Rank the key duties of the supervisor:
_______ Protect the interests of the student teacher
_______ Assist the cooperating teacher in her role
_______ Instruct student and teacher in methods
_______ Present the college's viewpoint in student teaching
_______ Strengthen college-school relationships

17. Frequency of supervisory visits to student:
__________ Minimum, __________ Average, ________ Optimum level

18. If you had complete freedom in assigning students and no competition in locating assignments, in how many districts would you want to place student teachers? ____________________

In what districts would you like to start or to increase assignments? ______________________________

____

In how many districts would you wish to reduce or end activity?

____

19. How many students should be in a building at the same time?
__________ Minimum, __________ Optimum, __________ Maximum

20. Are there any racial, religious, or ethnic constraints (official or informal) in assigning student teachers? ______________

21. Describe briefly any joint arrangements with other colleges in student teaching (here or elsewhere). ____________________

____

____

22. If you do not send all or nearly all your student teachers to Cuyahoga County, what changes here might serve to increase the number you do send? ______________________________

23. What are your major problems with respect to student teaching?

24. Do you have any plans for significantly altering student teaching in the near future? If so, please explain briefly. ______________________________

STUDENT TEACHER ASSIGNMENT PRACTICES SURVEY
Part II - College Survey

At the May 24 meeting at St. John's College one of the work sessions you will attend will be devoted to surveying your college's practices and policies relating to student teaching. As the responsible administrator, you will be able to provide most of the information without any special advance preparation. Several items, however, might need some research in advance. These are listed below. Please complete this sheet and bring it with you on the 24th.

1. Please indicate your tuition and fee schedule for student teaching for these years:

1962-63______________________
1967-68______________________
1970-71 (Estimate)______________

If your 1967-68 fees and tuition vary from student to student, please explain. ______________________________

2. Please indicate your stipend(s) for cooperating teachers for these years:

1962-63______________________
1967-68______________________
1970-71 (Estimate)______________

If your 1967-68 stipends vary according to subject, time, school system, etc., please explain. ______________________________

3. Please complete the next page for all of your college supervisors who supervised at least one student in Cuyahoga County this year. Data in column four should relate to total supervisory loads, not only to Cuyahoga County.

Name ______________________________

College or University ______________________________

COLLEGE SUPERVISOR DATA

College or University ____________________

Supervisor's Name	Highest Degree	Years of Elem. and Secondary Teaching Exp.	No. of Students Supervised			Full or Part Time Faculty Members	Supervisory Specialities		
			Fl.	Wn.	Sp.		System or Geographic	Elem. or Second'y.	Subj. Field

Appendix C

COOPERATING TEACHER SURVEY

C-1

COOPERATING TEACHER SURVEY

Please complete this questionnaire and return (in envelope provided) by August 1 to the Teacher Education Committee, Cleveland Commission on Higher Education, 1940 East 6th Street, Cleveland, Ohio.

Do not sign the questionnaire.

1. Please check the item below which indicates the method by which you were chosen to be a cooperating teacher last year (1967-1968):

____ Requested by district administrator to take a student teacher
____ Requested by principal to take a student teacher
____ Requested by college to take a student teacher
____ Requested by student teacher
____ Volunteered

2. Check the three items that most accurately describe your motivation for accepting a student teacher last year (1967-1968):

____ Believed it to be professional obligation and responsibility
____ Considered it to be an opportunity to grow professionally
____ Believed the pupils would profit from presence of a student teacher
____ Desired the additional monetary compensation or tuition
____ Earned in-service credits for salary scale
____ Knew a student personally and wanted to work with him
____ Selected by an administrator and felt I should accept
____ Other. Explain ____
____

3. ~~Was~~ the student you had last year your first student teacher?
____ Yes ____ No.

4. If asked to do so, I plan to take a student teacher during the 1968-1969 school year.
___ Yes; ___ Probably yes; ___ Probably not; ___ Definitely not

5. If your answer to the question above was "probably not", or "definitely not", in the following list check the item that most nearly describes your reason for refusing.

____ Believe my class was at a disadvantage due to the student's presence
____ Did not enjoy the experience
____ Dislike having the college supervisor in the classroom
____ Have left teaching or changed school systems
____ Regular school assignment too heavy
____ School policy prevents it
____ Undertaking graduate studies
____ Other. Explain ____
____

6. Formal orientation programs for cooperating teachers:

a) Were you invited to attend one last year? _____ Yes _____ No
b) Did you attend? _____ Yes _____ No
c) Who did the orientation (check the appropriate line)?

_____ College supervisors
_____ School principals
_____ School district coordinators
_____ Combination of college supervisors and school administrators

d) If you attended the orientation program, did you find it was:

_____ Extremely useful
_____ Useful
_____ Not very useful
_____ Without value

7. What should the new cooperating teacher receive from orientation and/or a handbook? Check the three most important subjects:

_____ The role of the supervisor
_____ The college curriculum and/or philosophy
_____ The objectives of student teaching
_____ The regulations for student teachers attendance, etc.
_____ The method of evaluating student teachers
_____ The cooperating teacher-student teacher relationship

8. Which arrangement do you believe would be the most effective way for the colleges to orient cooperating teachers?

_____ Each college doing its own orientation on the campus
_____ Each college doing its own orientation in our school district
_____ All colleges arranging joint orientation programs in our school district

9. a) In general, how do you react to the college supervision you have seen?

_____ Extremely helpful
_____ Helpful
_____ Not very helpful
_____ Of no help at all

b) Check all statements which apply to the college supervisors with whom you have worked in recent years.

_____ Did not know the age level or subject well enough
_____ Mutual understanding and trust developed
_____ Helped by supplying instructional suggestions
_____ Supervised too closely
_____ Supervision was too vague to be helpful
_____ Helped by clarifying responsibility and resolving misunderstandings

10. Check the three most important duties of a college supervisor in a student teaching situation:

_____ Protect the interests of the student teacher
_____ Assist the cooperating teacher in her role
_____ Instruct student and teacher in methods
_____ Present the college's viewpoint in student teaching
_____ Strengthen college-school relationships

11. Check the three most important duties of the principal in a student teaching situation:

____ Help develop an outstanding group of cooperating teachers
____ Encourage an exchange of ideas among all participants
____ Establish rapport with the student teacher
____ Help to assure that all participants meet their obligations
____ Interpret the student teaching program to the community, the Board of Education, and the teaching staff
____ Participate in study groups with a college to bring about changes and improvements in the student teaching program

12. Check three important changes needed in student teaching programs:

____ Additional compensation for cooperating teachers
____ Additional orientation for cooperating teachers
____ Greater ~~recognition~~ (non-financial) by the college of the contributions of the cooperating teachers
____ Greater recognition (non-financial) by the school and community of the contributions of the cooperating teachers
____ More communication between college supervisors and teachers
____ More time for planning and conferences between the student teacher and the cooperating teacher

13. Please check your teaching level:

____ Elementary. What grade(s) ____________________

____ Secondary. What subject(s)

____ Business/Office
____ Foreign Language
____ Mathematics
____ Social Studies
____ English
____ Health, Physical Education
____ Science
____ Special Education, Other

14. (Optional). Please make any other comments about problems or suggestions for student teaching programs. (Use reverse side of this sheet).

15. Should colleges evaluate the cooperating teachers?

______ No
______ Yes, but only for their own records
______ Yes, but believe college supervisor and cooperating teacher only should see the evaluation
______ Yes, but principal only should receive the information
______ Yes, cooperating teacher and principal should receive the evaluation

16. Should the school faculty and administration evaluate college supervisors?

______ No
______ Yes, but for school use only
______ Yes, but for supervisor only
______ Yes and give the evaluation to the college (Director of Student Teaching or Dean)
______ Yes and give to all (Director of Student Teaching and Supervisor)

THANK YOU

Appendix D

PRINCIPALS' SURVEY

PRINCIPAL'S SURVEY

Please complete this questionnaire and return (in envelope provided) by August 1 to the Teacher Education Committee, Cleveland Commission on Higher Education, 1940 East 6th Street, Cleveland, Ohio.

Do not sign the questionnaire.

1. a) How did the teacher named on the attached sheet become involved in the student teaching program last year (1967-1968)?

_____ Requested by principal to take a student teacher (See 1-b)
_____ Requested by district administrator to take a student teacher
_____ Requested by college representatives to take a student teacher
_____ Requested by a student teacher
_____ Volunteered
_____ Don't know
_____ Other. Explain____

b) If you, the principal, asked the cooperating teacher to serve, why did you select this individual?

_____ Had served well in this capacity before
_____ Had not been a cooperating teacher before but showed promise of being qualified for that role
_____ Suggestion had been made by others (district, college, student)

c) When this teacher was asked to serve as a cooperating teacher:

_____ It was on the basis of our expected requests from the several colleges with which we work. The exact college was not known
_____ It was on the basis of requests from a particular college, but the student was not known
_____ It was on the basis of a college request for a specific student teacher
_____ Don't know

2. Which qualities do you believe enable this teacher to make a special contribution to a student teaching situation? Check three.

_____ Demonstrates a broad knowledge of curricular areas and their related basic objectives
_____ Demonstrates a respect for the ideas and integrity of a student teacher
_____ Shows a genuine concern and liking for working with a student teacher
_____ Is effective in team-working relationships with student teachers, college supervisors, principal, parents and colleagues
_____ Is able objectively to evaluate performance of a student teacher
_____ Demonstrates creativity and resourcefulness

3. In forming your judgement about this cooperating teacher's performance in that capacity, what information did you have? Check all applicable answers.

_____ Conversations with the teacher
_____ Conversations with the student teacher
_____ Conversations with the supervisor
_____ Observation of the classroom situation
_____ Formal evaluation, using school district form or procedure
_____ Formal evaluation, using college form or procedure
_____ No opportunity to form a judgement
_____ Other. Explain______________________________
____

The following questions relate to student teaching in general rather than to a specific situation:

4. From the majority of cooperating teachers you have observed, what would you say were their major motivations for serving? Check the three most commonly observed.

_____ Believed it to be a professional obligation and responsibility
_____ Considered it to be an opportunity to grow professionally
_____ Believed the pupils would profit from presence of a student teacher
_____ Desired the additional monetary compensation or tuition
_____ Earned in-service credits for salary scale
_____ Knew a student personally and wanted to work with him
_____ Selected by an administrator and felt he should serve
_____ Other. Explain______________________________
____

5. Check three important changes needed in student teaching programs:

_____ Additional compensation for cooperating teachers
_____ Additional orientation for cooperating teachers
_____ Greater recognition (non-financial) by the college of the contributions of the cooperating teachers
_____ Greater recognition (non-financial) by the school and community of the contributions of the cooperating teachers
_____ More communication between college supervisors and teachers
_____ More time for planning and conferences between the student teacher and the cooperating teacher

6. With how many colleges did you work in student teaching during the last year? __________

7. At a given time, would you prefer ... (Rank in preference 1, 2, 3).

_____ Several student teachers from different colleges, different supervisors
_____ Several student teachers from same college, same supervisor
_____ Several student teachers from different colleges, same supervisor
_____ No preference

8. Who do you believe should have the major responsibility in the orientation of cooperating teachers?

____ College supervisors
____ School principals
____ School district administration

9. Which arrangement do you believe would be the most effective way for the colleges to orient cooperating teachers?

____ Each college doing its own orientation on the campus
____ Each college doing its own orientation in our school district
____ All colleges arranging joint orientation programs in our school district

10. How many teachers did you have on your staff last year? ________

11. What percentage do you believe were capable of becoming cooperating teachers? ________%

12. What percentage did participate as cooperating teachers during the 1967-1968 school year? ________%

13. Check the three most important duties of a college supervisor in a student teaching situation:

____ Protect the interests of the student teacher
____ Assist the cooperating teacher in her role
____ Instruct student and teacher in methods
____ Present the college's viewpoint in student teaching
____ Strengthen college-school relationships
____ Identify and motivate potential cooperating teachers

14. a) Check the three most important duties of the principal in a student teaching situation.

____ Help develop an outstanding group of cooperating teachers
____ Encourage an exchange of ideas among all participants
____ Establish rapport with the student teacher
____ Help to assure that all participants meet their obligations
____ Interpret the student teaching program to the community, the Board of Education, and the teaching staff
____ Participate in study groups with a college to bring about changes and improvements in the student teaching program

b) What is your view of the principal's role in developing a larger pool of highly qualified cooperating teachers? Check the three best items.

____ Help in general way by recognition, encouragement of cooperating teachers
____ Help by being closely involved with each experience
____ Help by encouraging specific teachers to serve
____ Help by discouraging some teachers from serving
____ Help by insisting on frequent college supervision and careful orientation
____ Cooperate with the colleges' efforts to develop more qualified cooperating teachers

APPENDIX E

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area --- Their Current Position and Status.

Francis T. Huck, ED.D.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

JULY, 1970

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

GENERAL CONTENTS

PART ONE

Introduction

PART TWO

Analysis of the Data for Each of the Fourteen Participating Colleges

PART THREE

Analysis of the Data for the Total Group, Summary and Conclusions

PART ONE

Introduction

Since 1964, when the study entitled Toward Improved Teacher Education in Greater Cleveland was published, there has been a continuing cooperative effort to improve teacher education in the Cleveland area. Particular emphasis has been placed on ways to strengthen and expand student teaching programs. On-going efforts have been made by various individuals and organizations to improve student teaching, with a major impetus being given by the Cleveland Commission on Higher Education.

Concrete evidence of these efforts came in 1968 with the publication of Analysis of Student Teaching, Metropolitan Cleveland, Ohio, 1967-1968. This study contained a census of 1967-68 student teaching activity, a survey of outstanding cooperating teachers and their principals, and a summary of ways to improve student teaching. As stated in the subtitle, *this was a study in 14 colleges and universities placing student teachers in 34 metropolitan school systems*. The work was well titled and implemented; in one source we have what is probably the most comprehensive statistical analysis of student teaching for any metropolitan area in the United States.

Working from this parent document, it was the purpose of this study to take a second step toward supplying objective data for the analysis of the problem --- specifically, to follow-up the student teachers studied in the Teacher Education Committee report to determine:

1. How many of the 1967-68 student teachers are currently teaching.
2. What are they teaching.
3. How and why they selected their position.
4. How does their teaching position compare with their student teaching assignment.
5. What their opinion is of the *best and worst points of student teaching*.
6. How many are planning a change for the following year.

It was first thought that the best approach to the problem would be to take a random stratified sample of about 200 and send an in-depth questionnaire, researching not only where these people are and how they got there but also research some of their reactions and opinions of the student teaching experience. After consulting with Dr. John A. Morford and other members of the Cleveland Commission, it was decided that the primary function of the study was to contact the greatest possible number of the entire population and get the best possible picture of the flow chart from student teaching to the first teaching position. Therefore, in order to insure the greatest number of responses, a simple double postcard format was developed. The descriptive sides of the postcards are reproduced below. *FORM A* shows the instructions on one half of the postcard and *FORM B* shows the questions there were to be answered and returned.

SUBJECT: Follow-up Study of 1967-1968 Student Teachers

Last year the Teacher Education Committee of the Cleveland Commission on Higher Education surveyed Student Teacher practices in Metropolitan Cleveland. It is felt that a study of present position and status of those student teachers would yield very important information. Since you were one of those doing Student Teaching in 1967-1968, we would like to ask you to take a few minutes of your time to answer the questions on the accompanying postal card. (Please print your responses.)

NOTE: Everyone should fill out PART A and either PART B or PART C. If you are not now actively engaged in full-time teaching, would you please fill in the appropriate answers in PART B. If you are actively engaged in full-time teaching, please fill in the appropriate answers in PART C.

Your cooperation is appreciated.

Dr. F. T. Huck
Project Director

PART A: Where did you do your Student Teaching?
School__________________ School System__________________________
PART B: What is your reason for not currently teaching?
Marriage [ ] Army [ ] Graduate School [ ] Other__________
Do you intend to teach in the future_____When__________
PART C: Where are you currently teaching?
School__________________ School System__________________________
Grade(s)________________ Subject(s)__________________________
What was the primary reason for choosing your position?
Reputation of System [ ] Location [ ] Salary [ ] Other_______
How did you first learn of the vacancy?___________________________
In relation to student teaching, are you teaching in:
Same System_________ Grade Level________ Subject______________
Roughly the same socio-economic level?______________________
Briefly, in relation to student teaching, what were:
Best Points____
Worst Points____
Are you planning a change in jobs next year?____________________

Directors of Student Teaching of the fourteen colleges and universities who had placed student teachers in the area during the 1967-68 school term were contacted and asked to submit the permanent home addresses of these people. In spite of the fact that this placed a burden on already overworked secretarial staff, the response was enthusiastic and prompt, with all fourteen colleges responding. (Miami University, one of the fifteen schools listed in the Census, did not have student teachers in the area in 1967-68). Of the 1631 student teacher assignments reported for 1967-68 by the Census, a total of 1409 usable home addresses were forwarded by the Directors of Student Teaching. The discrepency between the two figures occurs because some multiple assignments to more than one cooperating teacher had been made and also, in a few cases, some permanent home addresses were not available.

During the months of April and May, 1969, there were 1375 postcards addressed and mailed. Thirty-four persons were contacted directly or by phone. The response was immediate and continuous until the cutoff date of August 1, at which time the return of cards had decreased to near zero. At that time, 830 responses, or a 59% return, had been received. The high percentage of return was quite gratifying. Returns were received from four foreign countries, from APO addresses in both the Pacific and European military areas, and states ranging from Connecticut to Texas to California. Personal or phone contact was made on a very limited basis to get the reaction of the recipient of the questionnaire. It was interesting to note that a number of student teachers expressed pleasant surprise that the colleges were interested enough in them after graduation to do a follow-up study. One cannot help wonder why approximately 600 professional people would not take a few minutes of their time tp return the questionnaire. It is conjectured that if the questionnaire is put aside and not filled out immediately the probability of its being returned becomes quite small. No investigation of non-response bias in this study has been made; we can only assume that the flow pattern for the non-responders would be roughly comparable to the pattern of the responders.

Of the cards that were returned, nearly all were filled out correctly and contained usable information. Two cards were returned because the addressee could not be located and four cards were not used because the coding number, identifying the college attended, had been removed. Conversely many people signed their names or returned both halves of the card in order that they might be identified. In addition to returning the card, one person wrote a very long letter telling of her troubles with one state's certification requirements and with discrimination against an older person seeking a teaching job.

The remainder of this study will give the: (1) summary of results for each of the fourteen colleges, (2) summary of the total results, and (3) conclusions and implications of the study.

PART TWO

The Analysis of Data for Individual Colleges

Census data for the 14 colleges placing student teachers in 34 school systems in Metropolitan Cleveland were reported in Analysis of Student Teaching, Metropolitan Cleveland, Ohio, 1967-1968. When the questionnaires for this study were sent out, a coded number was assigned to each college and placed in the upper right hand corner of the returnable portion of the card. The returned cards were then separated according to college attended and the following summaries were made for each school.

Each college or university received only its data analysis. Complete copies of the total report are on file in the Project Office. Data information will not be released for any college without permission of its designated representative.

ALLEGHENY COLLEGE

ALLEGHENY COLLEGE had 74 student teaching assignments listed in the Census. Sixteen of these were now interning in the Cleveland system and their present status was immediately determined. (These sixteen are not counted as either teaching or not teaching in the totals). In addition to the 16 interns, 35 cards were returned, so 72% of the total were identified as to present position. From the 35 cards, 13, or 37%, were not teaching. The reasons for not teaching were:

Marriage	[2]	*Graduate School*	[4]
Army	[1]	*Other Positions*	[3]
Reason Not Given	[3]		

Of the 13 who were not teaching, 8 intend to teach in the future, with only 2 not intending to teach and 2 undecided. One did not give a reason. Six of the 8 intend to start teaching within the next two years.

There were 22, or 63%, currently teaching. All of them had been assigned to Cleveland schools for student teaching. Two returned to teach in Cleveland, 2 went to the suburbs, 9 were in Pennsylvania, 3 in Virginia and one each in Connecticut, New Jersey, Massachusetts, Michigan and New York. The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [6], Location [17], Salary [8], and No Other Choice [1].*

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Through Student Teaching [1], Placement [2], Interview [2], Applied [9], Contacted by System [3], and Friend [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[2]	Yes	[10]	Yes	[14]	Yes	[3]
No	[20]	No	[12]	No	[9]	No	[19]

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* *In many categories multiple answers are given, therefore the* *total* *number of responses is greater than the number of people* *responding.*

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [8], Experience of Actual Teaching [7], Supervision [2], Relations with Students [2], and Relations with Faculty [1].

WORST POINTS ABOUT STUDENT TEACHING.....
Two comments each for Too Much Work, Extra Classes, Lack of Direction, Brevity, Cooperating Teacher, and Class Size; one each for Discipline, Administration, Not Realistic, School System, and Starting in Middle of Year.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [6] No [15]

BALDWIN-WALLACE COLLEGE

BALDWIN-WALLACE COLLEGE had 171 student teaching assignments listed in the Census. One hundred-and-five, or 66%, of the 159 cards sent out were returned.

Of these 23, or 22%, were not teaching. Reasons for not teaching were:

Marriage [8] *Graduate School* [4]
Army [4] *Other Positions* [6]
Reason Not Given [1]

Of these 23 who were not teaching, 18 intend to teach in the future, 2 do not intend to teach, 2 were undecided and one did not respond. Fourteen of the 18 intend to be teaching within the next two years.

Of the 82 who were teaching, 29 were assigned to Berea schools for their student teaching, 46 to other suburban schools, and 7 to Cleveland. Because of the large number assigned to Berea, the analysis was made in three categories.

Of the 29 student teaching in Berea, 7 remained in Berea, 9 went to other suburban schools, one went to Cleveland, 3 to other Ohio schools, 2 each to New York and Maryland, and one each to Virginia, Illinois, Rhode Island, Pennsylvania and Air Force Dependents School.

Of the 46 who did student teaching in suburban schools other than Berea, 18 are now teaching in suburban schools (13 in the same system in which they did their student teaching), 5 are in Cleveland, 2 in Berea, 8 in other Ohio schools, 2 each in California, New York and New Jersey and one each in Virginia, North Carolina, Illinois, Connecticut, Maryland, Arizona, and a parochial school.

Of the 7 student teaching in Cleveland, 3 remained in Cleveland, 2 went to suburban schools, one in other Ohio schools and one in Maryland.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [30], Location [56], Salary [9], Only Opening [2], and Other [5].

HOW DID YOU FIRST LEARN OF THE VACANCY.....

Through Student Teaching [12], Placement [9], Interview [12], Applied [26], Friend [11], County School Board [1], State Department [1], College Paper [3], and Advisor [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[22]	Yes	[46]	Yes	[68]	Yes	[50]
No	[60]	No	[36]	No	[14]	No	[32]

BEST POINTS ABOUT STUDENT TEACHING.....

Cooperating Teacher [27], Experience of Actual Teaching [27], Supervision [4], Relation with Students [13], Relation with Faculty [4], and School System [10].

WORST POINTS ABOUT STUDENT TEACHING.....

None [17], Not Realistic [9], Supervisor [7], Cooperating Teacher [7], Class at Baldwin-Wallace [5], Discipline [5], Brevity [5], Overwork [3], and one each for Experience, No Remedial Reading, No Preparation for Slow Students, No Communication with Other Student Teachers, Distance, Morale of Staff, and Lack of Materials.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....

Yes [15] No [62] Undecided [4]

BOWLING GREEN STATE UNIVERSITY

BOWLING GREEN STATE UNIVERSITY had 152 student teaching assignments listed in the Census. Seventy-seven, or 57%, of the 138 cards sent out were returned.

Of these, 16, or 21%, were not teaching. The reasons for not teaching were:

Marriage	[2]	*Money*	[2]
Army	[2]	*No Opening*	[1]
Graduate School	[6]	*Other Positions*	[3]

Of the 16 who were not teaching, 10 intend to teach in the future with only 2 definitely not intending to teach and 4 undecided. Five of the 10 intend to teach within the next two years.

The remaining 63, or 79%, were currently teaching. Of the 51 who did their student teaching in suburban schools, 36 are now teaching in suburban schools, with 17 in the same system in which they did their student teaching. Two are in the Cleveland system and 4 in other Ohio schools, but the others are widely scattered --- Virginia, Texas, Pennsylvania, Alabama, Idaho, Indiana, Maryland and California.

Of the 12 who did their student teaching in the Cleveland system, 5 stayed in the system, 5 went to the suburbs, one is in another Ohio school, and one is teaching at Quantico Dependents School.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [26], Location [42], Salary [7], Only Opening [1], and Others [3].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Through Student Teaching [14], Placement [9], Interview [13], Applied [16], Friend [6], County Office [1], and Abucus [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[22]	Yes	[40]	Yes	[48]	Yes	[36]
No	[41]	No	[23]	No	[11]	No	[27]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [25], Experience of Actual Teaching [15], Staff Supervisor [8], Relation with Students [11], School System [2], Relation with Teachers [7], and Parent Concern [1].

WORST POINTS ABOUT STUDENT TEACHING.....
None [15], Brevity [11], Busy Work [8], Seminars [6], Archaic Methods [3], Lack of Facilities [2], Cooperating Teacher [2], Supervisor [2], and one each for Teacher's Morale, Two Subjects, Discipline, Not Realistic, Student Interest and Distance.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [16] No [43] Undecided [2]

CASE WESTERN RESERVE UNIVERSITY

CASE WESTERN RESERVE UNIVERSITY had 146 student teaching assignments listed in the Census. Seventy-two, or 58%, of the 125 cards sent out were returned.

Of these, 25, or 35%, were not teaching. The reasons for not teaching were:

Marriage	[8]	*Position Not Availabe*	[1]
Army	[1]	*Personal Reasons*	[2]
Graduate School	[11]	*Other Reasons*	[1]
Certification Problem in New Jersey	[1]		

Of the 25 who were not teaching, 19 intend to teach in the future with only 2 definitely not intending to teach and 3 undecided. One did not give a reason. Ten have intentions of starting to teach within the next two years.

The remaining 47, or 65%, were currently teaching. Of the 36 assigned to suburban schools, 17 returned to teach in suburban schools, with 12 or 33%, returning to the same system in which they did their student teaching. Five went to the Cleveland system, 5 were in other Ohio schools, two each were in Florida, New Jersey and Massachusetts, and one each in New York, Connecticut and North Dakota.

Of the 11 who did their student teaching in Cleveland, 9 returned to the Cleveland system, one went to the suburbs and one went to California.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [17], Location [24], Salary [11], Interest in Special Students [4], Alma Mater [1].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Through Student Teaching [11], Placement [3], Interview [3], Applied [19], Friend [4], Contacted by System [1], and Prior Employment [2].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[21]	Yes	[30]	Yes	[40]	Yes	[24]
No	[26]	No	[17]	No	[7]	No	[23]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [21], Experience of Actual Teaching [15], Staff Supervisor [1], Relation with Students [2], Relation with Faculty [6], Getting a Certificate [2], School System [4], Convenient [1], Length [1], and Freedom [1].

WORST POINTS ABOUT STUDENT TEACHING.....
None [11], University Courses [6], Not Realistic [3], Large Classes [3], Cooperating Teacher [3], Expensive [3], School Administration [3], No Time to Observe [2], Supervisor [2], Not Prepared [2], No Freedom [2], Time Consuming [2], Split Assignment [2], and Too Long [1].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [10] No [29] Undecided [7].

CLEVELAND STATE UNIVERSITY

CLEVELAND STATE UNIVERSITY had 106 student teaching assignments listed in the Census. Thirty-three, or 42%, of the 78 cards sent out were returned.

Of these, 10, or 30%, were not teaching. The reasons for not teaching were:

Marriage	[4]	*Substitute Teaching*	[2]
Graduate School	[3]	*Did Not Student Teach*	[1]

Of the 10 who are not teaching, 8 intend to teach in the future. One does not intend to teach and one did not answer. Three have intentions of starting to teach in the next two years.

The remaining 23, or 70%, were currently teaching. Of the 11 assigned to suburban schools, 5 accepted positions in the suburbs but none in the same school system in which they did their student teaching. Three were teaching in Cleveland, two in Cleveland Diocesan schools, and one in Pennsylvania.

Of the 12 in Cleveland, 10 remained in the Cleveland system, one went to a suburban system and one was teaching in Mississippi.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [6], Location [10], Salary [9], Friend [1], Teaching Conditions [1], and Others [3].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Through Student Teaching [3], Placement [1], Interview [1], Applied [11], Friend [1], Church [1], Contacted by School [1], and University [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[10]	Yes	[12]	Yes	[12]	Yes	[14]
No	[11]	No	[9]	No	[9]	No	[7]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [5], Experience of Actual Teaching [6], School [4], Relation with Students [4], None [1], and Relation with Teachers [3].

WORST POINTS ABOUT STUDENT TEACHING.....

None [3], Cooperating Teacher [3], Student Attitudes [3], Not Broad Enough Experience [2], Half Day [2], and one each for Facilities, Principal, Distance, Busy Work and Discipline.

HIRAM COLLEGE

HIRAM COLLEGE had 8 student teachers assigned. From these, 4 answers were received. One person was not teaching becasue of marriage, but intended to start teaching in the fall of 1969. Of the three who were teaching, one had been assigned to Bedford and was teaching in Solon; two were assigned to Chagrin Falls, one was teaching in Chagrin and one went to Twinsburg. Reputation, location and salary were each listed for selecting their position. Cooperating teacher and discipline were listed as *BEST POINTS* and not your own class as the *WORST POINT*. Of the three who were teaching, two were not planning a change but one was.

JOHN CARROLL UNIVERSITY

JOHN CARROLL UNIVERSITY had 44 student teaching assignments listed in the Census. Of these, 43 were contacted by telephone or postcard and a return of 36 replies, or 84%, was achieved. The higher than normal percentage was due to the fact that some students were contacted by telephone.

Of the 36 returns, 12, or 33%, were not teaching. The reasons for not teaching were:

Army	[3]	*Peace Corps*	[1]
Graduate School	[5]	*No Vacancy*	[1]
Clergy	[1]	*Had Job But Quit Because of Distance Traveled*	[1]

Of the 12 who were not teaching, 7 intend to teach in the future, with 4 undecided and only one definitely not going to teach. Five have intentions of teaching within the next two years.

The remaining 24, or 67%, were teaching full-time. Sixteen had been assigned to suburban schools, with 12 of these returning to suburban schools to teach; of these, 5 were in the system in which they did their student teaching. Two went to Cleveland, one in other Ohio schools, and one in California.

Of the 8 who did their student teaching in the Cleveland schools, 4 remained in the system and 4 went to the suburbs.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [6], Location [7], Salary [3], Definite Need for a Teacher [1], Future Opportunity [1], and Only Opportunity [4].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Applied [11], Interview [3], Through Student Teaching [5], and Placement [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[9]	Yes	[8]	Yes	[15]	Yes	[11]
No	[13]	No	[14]	No	[7]	No	[9]

BEST POINTS ABOUT STUDENT TEACHING.....

Cooperating Teacher [6], Experience of Actual Teaching [8], Full Semester [1], and Relation with Students [2].

WORST POINTS ABOUT STUDENT TEACHING.....

None [3], Cooperating Teacher [2], Student Attitude [2], Lesson Plans [2], Too Much Work [2], Not Realistic [1], and Too Restrictive [1].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....

Yes [3] No [18] Undecided [1]

KENT STATE UNIVERSITY

KENT STATE UNIVERSITY had 343 student teaching assignments listed in the Census. One hundred-sixty-nine, or 59%, of the 285 cards sent out were returned.

Of these, 26, or 15%, were not teaching. The reasons for not teaching were:

Marriage	[11]	*Salary*	[1]
Army	[3]	*Library Work*	[1]
Graduate School	[3]	*Business*	[1]
Not Yet Graduated	[3]	*Illness*	[1]
Can't Get Job	[1]	*Reason Not Given*	[1]

Of the 26 who were not teaching, 22 intend to teach, with only 3 definitely not going to teach and one undecided. Seven have intentions of starting to teach in 1969.

The remaining 143, or 85%, were teaching. Of the 122 assigned to suburban schools, 94 returned to teach in suburban schools, 43 of these in the same school in which they did their student teaching. Ten went to Cleveland, 2 to other Ohio schools, 6 to Cleveland parochial schools, 2 to Pennsylvania, 2 to New York, and one each to New Hampshire, Baltimore, Michigan, Kansas, Florida and Missouri.

Of the 21 who did their student teaching in Cleveland, 17 returned to Cleveland, 2 went to the suburbs, one to other Ohio schools and one to Texas.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [64], Location [72], Salary [23], Only Opening [9], Special School [5], Work With Underprivileged [2], and Other [4].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Student Teaching [3], Placement [14], Interview [17], Applied [52], Friend [8], Substituting [3], Principal [2], Contacted by System [7], New York Times [1], and Employment Agency [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[60]	Yes	[71]	Yes	[118]	Yes	[92]
No	[81]	No	[70]	No	[23]	No	[50]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [44], Experience of Actual Teaching [49], Staff Supervisor [2], Relation with Students [18], Relation with Faculty [14], School System [10], Responsibility [2], None [2], and Seminar [1].

WORST POINTS ABOUT STUDENT TEACHING.....
None [18], Seminars [11], Cooperating Teacher [4], Additional Class Work [6], Classes Did Not Prepare [11], Pressure of Preparation [8], Starting in Middle of Term [3], Extra Duties [3], Not Having Full Control [5], College Supervisor [4], Lesson Plans [4], Busy Work [7], Not Enough Direction [8], Administrative Pressure [2], Not Being Paid [2], Discipline [5], and one each for Not Early Enough, Class Size, Lack of Confidence, and No Help in Placement.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [37] No [100] Undecided [2]

NOTRE DAME COLLEGE

NOTRE DAME COLLEGE had 49 student teaching assignments listed in the Census. Eighteen, or 62%, of the 29 cards sent out were returned.

Of these, 4, or 22%, were not teaching. The reasons for not teaching were:

Marriage	[1]	*Peace Corps*	[1]
Graduate School	[1]	*Not Graduated*	[1]

Of these four, however, three intend to start teaching within the next few years and only one was undecided.

The remaining 14, or 78%, were currently teaching. Of the 12 assigned to suburban schools, 6 returned to teach in suburban schools, with 2 or 17%, returning to the same system in which they did their student teaching. Four went to Diocesan schools, one to a private school, and one returned to Notre Dame College.

Of the two who did their student teaching in Cleveland, one stayed in the Cleveland system and one went to a Diocesan school.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [5], Location [4], Salary [1], Request [2], and Previously Taught [1].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Student Teaching [2], Through Notre Dame College [5], Applied [3], Through Parish Census [1], and Contacted by School [3].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[3]	Yes	[7]	Yes	[11]	Yes	[9]
No	[11]	No	[7]	No	[3]	No	[9]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [5], Experience of Actual Teaching [4], Cooperation of School Administration [1], None [1], Whole Semester [1], Relation with Faculty [1], and Easy Transition to Inner-City Position [1].

WORST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [3], None [2], Half Day [2], and one each for Lesson Plans, Seminar, Lack of Preparation, Lack of Authority, Teaching at Two Schools, Not Enough Variety, Not Put On Own, Nervousness, and Inadequate Facilities.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [2] No [2]

OHIO STATE UNIVERSITY

OHIO STATE UNIVERSITY had 28 student teaching assignments listed in the Census. Ten, or 59%, of the 17 cards sent out were returned.

Of these, 5, or 50%, were not teaching. The reasons for not teaching were:

Graduate School [1] *Still in College* [14]

Of the 5 who are not teaching, all of them intend to start teaching within the next two years.

The other 5 were currently teaching. They were all assigned to the Cleveland system; one who was at Wade Park was teaching in Washington, D.C.; of the two assigned to Washington Irving, one went to Sterling, one to Dike (in the Cleveland System); of the two assigned to Hough, one went to Mt. Vernon, New York and the other went to Los Angeles.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [3], Location [2].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Student Teaching [1], Interview [1], and Applied [3].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System	Grade Level	Subject	Socio-Economic Level
Yes [2]	Yes [4]	Yes [1]	Yes [5]
No [3]	No [1]	No [4]	No [0]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [2], Experience of Actual Teaching [1], Relation with Students [1], Working in a System that Wasn't Afraid to Experiment [1], and Freedom [1].

WORST POINTS ABOUT STUDENT TEACHING.....
Supervisors [1], Not Enough Freedom [2], and Being the Second Person in a Classroom [1].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [2] No [2] Undecided [1]

OHIO UNIVERSITY

OHIO UNIVERSITY had 375 student teaching assignments listed in the Census. One hundred-sixty-three, or 51%, of the cards sent out were returned.

Of these, 47, or 29%, were not teaching. The reasons for not teaching were: (Note several multiple responses)

Marriage	[18]	*Business*	[3]
Army	[6]	*Still in School*	[3]
Graduate School	[17]	*Dislike*	[2]
Playing with Indianapolis Symphony	[1]		

Of the 47 who were not teaching, 36 intend to teach in the future, 5 do not intend to teach and 6 were undecided. Twenty-five intend to start teaching in the next three years.

The remaining 116, or 71%, were currently teaching. Of the 66 assigned to suburban schools, 22 returned to teach in suburban schools, with 7, or 11%, returning to the same system in which they did their student teaching. Five went to Cleveland schools, 19 went to other schools in Ohio, New Jersey 4, Maryland 3, and two each in Florida, New York, Connecticut, Virginia, and one each in Oregon, Michigan, Missouri, Charlottetown (Canada), and Cleveland parochial.

Of the 50 who did their student teaching in Cleveland, 15 returned to the Cleveland system, 6 went to the suburbs, 13 went to other schools in Ohio, 4 to California, 2 each in Tampa, Detroit, and Connecticut, and one each to Maryland, Virginia, Denver, Pittsburg, Illinois, Atlanta, New York and Cleveland parochial.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [40], Location [81], Salary [26], Right Subject [2], Coaching [2], and Only One Available [4].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Student Teaching [18], Placement [17], Interview [15], Applied [34], Friend [7], Contacted by System [7], County Office [5], Substitute Teaching [1], and Newspaper [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT TEACHING IS IN SAME.....

System	Grade Level	Subject	Socio-Economic Level
Yes [22]	Yes [63]	Yes [83]	Yes [62]
No [93]	No [52]	No [31]	No [51]

BEST POINTS ABOUT STUDENT TEACHING.....

Cooperating Teacher [44], Experience of Actual Teaching [27], Supervisor [11], Relation with Students [10], Relation with Faculty [13], Equipment [4], None [3], Special Classes [2], School System [13], Freedom for Creativity [2], Advance Preparation [1], and Seminars [1].

WORST POINTS ABOUT STUDENT TEACHING.....

None [13], Seminars [17], Brevity [12], Housing [8], Busy Work [5], Distance [5], Discipline [4], Lack of Direction [4], Cooperating Teacher [4], No Pay [4], Too Much Work [4], Not Realistic [4], Administration [2], Adjustment to Teaching [2], Extra Duties [2], Transportation [2], and one each for School System, Junior High Lesson Plans, Union, and Size of Class.

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....

Yes [27] No [76] Undecided [8]

SAINT JOHN COLLEGE OF CLEVELAND

SAINT JOHN COLLEGE OF CLEVELAND had 99 student teaching assignments listed in the Census. Sixty-nine, or 70% of the 99 cards sent out were returned.

Of these, 6, or 9%, were not teaching. The reasons for not teaching were:

Marriage [4] *Graduate School* [1]
Not Graduated [1]

Of the 6 who were not teaching, all 6 intend to teach, three starting in the fall of 1969 and three in 1975 when their children will be in school.

The remaining 63 had done their student teaching in Cleveland diocesan schools. Thirty-four were teaching in the same school in which they did their student teaching. Forty-one were teaching in local diocesan schools, 2 went to the Youngstown Diocese, 2 went to the Pittsburg Diocese, one each to Illinois and to Oakland, California Diocese, 12 went to suburban public schools, 2 went to Cleveland and one to one other school in Ohio.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [13], Location [16], Salary [8], Appointed [28], Inner Commitment [2], Available [1] and Other [2].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Appointed [28], Applied [7], Friend [5], Bulletin Board [3], Own Parish [2], Contacted by School [4], and County Office [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT POSITION IS IN SAME.....

	System	Grade Level	Subject	Socio-Economic Level
Yes	[34]	[49]	[55]	[37]
No	[29]	[14]	[8]	[26]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [20], Experience of Actual Teaching [19], Relation with Students [9], Supervision [5], New Ideas [5], Really Prepared [4], Opportunity to Try New Ideas [3], Learned Strengths and Weaknesses [1], and Equipment [1].

WORST POINTS ABOUT STUDENT TEACHING.....
None [12], Detailed Lesson Plans [15], Cooperating Teacher [4], Brevity [2], Discipline [8], Distance [5], Away from Regular Classes [3], Unfamiliar Groups [1], Large Classes [2], Seminars [1], Time Spent Observing [1], Supervisors [2], Not Realistic [2], and Tension [2].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [13] No [48] Undecided [2]

URSULINE COLLEGE

URSULINE COLLEGE had 36 student teaching assignments listed in the Census. Eighteen, or 62%, of the 29 cards sent out were returned.

Of these, 8, or 44%, were not teaching. The reasons for not teaching were:

Marriage [2]
Graduate School [4]
Lack of New York Certification [1]
Other [1]

Of the 8 who were not teaching, 5 intend to teach in the future, one did not intend to teach and 2 were undecided. Four of the 5 who are going to teach intend to start teaching within the next two years.

The remaining 10, or 56%, were currently teaching. Of the 5 assigned to suburban public schools, one returned to the same school, 3 went to parochial schools, and one went to another school in Ohio. Of the 3 assigned to parochial schools, all 3 remained in the school in which they did their student teaching. Of the 2 assigned to Cleveland, both returned to Cleveland.

The other data were tabulated as follows:

REASON FOR SELECTION.....
Reputation [4], Location [5], Salary [2], Available [2], and Other [1].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Student Teaching [1], Education Office [1], Applied [4], Friend [3], and Interview [1].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT POSITION IS IN SAME.....

System	Grade Level	Subject	Socio-Economic Level
Yes [6]	Yes [8]	Yes [9]	Yes [6]
No [4]	No [2]	No [1]	No [4]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [4], Experience of Actual Teaching [2], Relation with Students [2], Relation with Faculty [3], and School [2].

WORST POINTS ABOUT STUDENT TEACHING....
None [3], Teaching and Taking Classes [3], Not Realistic [1], Brevity [1], Outdated Texts and Equipment [1], and Student Attitude [1].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [2] No [8]

CENTRAL STATE UNIVERSITY

In addition to the schools previously reported, a few other schools had a small number of student teaching assignments in this area. Of these, the only one included in the study is *CENTRAL STATE UNIVERSITY* which had 8 assignments. Three cards, or 38%, of the total sent out were completed and returned. All 3 did their student teaching in the Cleveland system and all 3 were currently teaching. Two returned to the Cleveland system and one went to Baltimore. Two selected their schools because of reputation. Two learned of the vacancy through applying, one learned of the vacancy from the university. Two were in the same system in which they did their student teaching, all 3 were in the same grade and subject, 2 were at the same socio-economic level and one was not. *BEST POINTS* were listed as cooperating teacher [2] and new methods [1]. *WORST POINTS* were none, discipline, and lack of knowledge of phonics. None of the 3 is planning a change for next year.

PART THREE

Analysis of Results for the Total Group, Summary and Conclusions

The *Census* had shown that there were *1631 student teacher assignments* in the Greater Clevealnd Metropolitan area for the school year 1967-68. Of these, *1409 were contacted. Fifty-nine percent, or 830 returned the questionnaire.* Following is a summary of these data.

A remarkably high percentage of the 1967-68 student teachers were either teaching or intend to teach in the future. Six hundred and eighteen, or 76% of the total 814, were teaching. Of the 196, or 24% who were not teaching, 148 intend to teach in the future. Of the remaining 6%, 4% were undecided and only 2% were not going to teach.

The major reasons for not teaching were:

Marriage [62] *Graduate School* [62]
Army [21] *Other Positions* [16]
Positions Not Available [4]

Most of those in the marriage, army, and graduate school categories intend to start teaching as soon as possible. The army category affects more than those in service; many wives noted that their location not the actual teaching --- or change in position for the next year depended upon orders for their husbands who were in the service.

Of the *618 who were currently teaching*, the breakdown of student teaching assignments was --- *suburbs 397, Cleveland 155, Diocesan 66.* Of the 397 assigned to suburban schools, 232 returned to suburban schools, 33 went to Cleveland, and 132 left the Cleveland area. Of those who returned to suburban schools, 108, or 27%, returned to the same school in which they did their student teaching. Of the 155 assigned to Cleveland schools, 71, or 46%, returned to the Cleveland system to teach. Twenty-three went to suburban schools to teach. Of the 66 assigned to diocesan schools; 37, or 56% returned to the same school to teach. In summary, of the *618 who were teaching, 396 or 64% were in the Greater Cleveland area.* The remaining 36% left the area and were scattered widely in the United States, with a few in Canada and overseas (see the data for individual schools in *PART TWO* for the breakdown). A total of 216, or 35%, were teaching in the same system in which they did their student teaching. This is double the 18% estimated by Census figures of student teachers hired in the past five years. No attempt was made to summarize the data on grades and subjects now being taught; this was background information helpful in interpreting some of the other data.

For the total group the remainder of the data were tabulated as follows:

REASON FOR SELECTION OF CURRENT POSITION.....
Reputation [222], Location [339], Salary [108], Appointed [28], No Other Choice [23], and Interest in Special Teaching [14].

HOW DID YOU FIRST LEARN OF THE VACANCY.....
Through Student Teaching [99], Placement [63], Interview [78], Applied [197], Friend [46], and Contacted by System [28].

COMPARED TO STUDENT TEACHING ASSIGNMENT, PRESENT POSITION IS IN SAME.....

System		Grade Level		Subject		Socio-Economic Level	
Yes	[216]	Yes	[351]	Yes	[477]	Yes	[351]
No	[395]	No	[257]	No	[127]	No	[254]

BEST POINTS ABOUT STUDENT TEACHING.....
Cooperating Teacher [214], Experience of Actual Teaching [180], Relation with Students [73], Relation with Faculty [52], School System [45], and Supervisor [33].

WORST POINTS ABOUT STUDENT TEACHING.....
None [98], Class at College [55], Not Realistic [31], Supervisor [31], Overwork [29], Lesson Plans [27], Cooperating Teacher [27], Discipline [23], and Class Size [5].

PLANNING A CHANGE NEXT YEAR IN TEACHING POSITION.....
Yes [141] No [430] Undecided [28]

Conclusions

From the preceding data, some general conclusions can be drawn. Student teachers within the Metropolitan Cleveland area were a source of supply for teachers --- *396, or 64% of the total, were hired in the area.* For this population of 396 who stayed in the area, 216, or slightly more than half of these were hired by the system in which they did their student teaching; the others were exchanged from system to system.

A comparatively small percentage, *24%, were planning a change in position for next year.* Most of those planning a change indicated that it was only a change from one system to another, often dictated by a husband's transfer. Just one person indicated that she was dissatisfied with teaching and was quitting. There were many comments to the effect that *teaching (and student teaching) was wonderful and they liked everything* *about it.* This is in direct contrast to a statement by Douglas W. Hunt of the National Association of Secondary School Principals who said, "*Education has the highest dropout rate of all major professions. Almost a third of beginning teachers quit in their first three years.*" (Phi Delta Kappan, October, 1968). There was no evidence of this found here. It is suggested that a three year follow-up study be done with the present group included in this study.

In conclusion, it is interesting to note that there was considerable evidence to support an opinion that *student teachers felt that they had a very favorable student teaching experience. The* "*BEST POINTS*" were strongly expressed and major factors, such as cooperating teacher and experience of actual teaching, formed a consistent pattern. There were frequent remarks such as "*cooperating teacher --- tremendous*" and "*enjoyed all of it.*" *Under "WORST POINTS" 98 students listed NONE.* A wide variation in answers indicated that there was no consistent pattern of complaints but Seminars or Classes at College, Detailed Lesson Plans, Not Realistic, and College Supervisors were frequently listed. The appearance of cooperating teachers under both *BEST AND WORST* emphasizes the key role of the cooperating teachers in the success or failure of the student teaching experience. Non-response bias may also be important in this study --- it may be that those who liked student teaching answered the questionnaire and those who didn't like student teaching did not answer the questionnaire.

It is hoped that this study furnishes ideas and implications for further study, and that the data found will be useful to Directors of Student Teaching, Personnel Directors of Metropolitan School Systems and to all involved in "*IMPROVING STUDENT TEACHING.*"

APPENDIX F

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A Follow-Up Study of Intermediate Grade Teachers in Cuyahoga County One Year After Their Experience

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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INTRODUCTION

Teacher education and certification programs commonly assume that the professional performance of teachers is influenced by their student teaching experience. The cooperating teacher is viewed as the key person in effecting a meaningful teaching-learning experience for the student teacher. Very few empirical data are available, however, on the nature of the cooperating teacher's influence or on the attitudes toward the cooperating teacher-student teacher relationship as viewed by student teachers after the completion of their student teaching experience.

Purpose

Accordingly, this study was undertaken to examine the perceptions that former student teachers had of the cooperating teacher's role in their professional development in order to identify beneficial aspects of the cooperating teacher-student teacher relationship.

Method and Survey Coverage

Data secured from the Teacher Education Committee of the Cleveland Commission on Higher Education supplied the names of all persons who had done student teaching in grades four, five and six in Cuyahoga County during the 1967-1968 school year. The 184 student teachers had been enrolled in ten teacher education institutions: Allegheny College, Baldwin-Wallace College, Bowling Green State University, Cleveland State University, Case Western Reserve University, Saint John College of Cleveland, Kent State University, Ohio State University, Ohio University and Hiram College. It was decided to select from these a sampling of one hundred student teachers. A questionnaire was sent to 55 per cent of the student teachers from each teacher education institution one year after their student teaching experience was completed. Fifty-eight responses were secured representing all the above-named teacher education institutions except Hiram College.

The questionnnaire covered several areas: (1) general information concerning the student teacher being surveyed, including an appraisal of the adequacy of his college methods courses; (2) professional background and experience of the cooperating teacher; (3) personal qualities of the cooperating teacher; (4) professional qualities of the cooperating teacher; (5) relationship between cooperating teacher and student teacher and (6) areas of experience found beneficial by the student teacher.

ANALYSIS OF QUESTIONNAIRE RESULTS

General Information Concerning the Student Teacher

Table I showed the total and selected numbers of intermediate grade level student teachers in Cuyahoga County during the 1967-1968 school year according to the colleges in which the student teachers were enrolled. The number of responses secured was not intended to warrant a conclusive appraisal of any one college's entire teacher training program; the responses were indicative, however, of the role of the cooperating teacher as perceived by a representative number of student teachers.

Five of the respondents did not teach during the year following their student teaching experience. Reasons given for not pursuing the profession included marriage, military commitment, unpleasant student teaching experience, dissatisfaction with teaching in general and the desire for more adult communication.

As was suggested in conjunction with Table I, it was beyond the scope of this study to assess the relative strengths and weaknesses of the teacher training programs in the colleges included in the survey. Nevertheless, a variance in response appeared in Table II in regard to the question, "Do you feel that your college methods courses prepared you to assume teaching responsibilities?" The table indicated that while two-thirds of the student teachers felt that their college methods courses adequately prepared them to assume teaching responsibilities, one-third felt that the preparation was inadequate.

TABLE I

SELECTED NUMBER OF PARTICIPATING STUDENT TEACHERS

BY COLLEGE

College**	Number*	Surveyed	Responded
College A	51	28	16
College B	31	17	4
College C	30	16	11
College D	29	15	11
College E	13	7	4
College F	12	6	6
College G	11	6	3
College H	4	2	2
College I	2	2	1
College J	1	1	0
TOTALS	184	100	58

*Student Teachers in Grades 4, 5 and 6 1967-1968

**The colleges in which the student teachers were enrolled have been coded in Tables I and II to prevent identification.

TABLE I

SELECTED NUMBER OF PARTICIPATING STUDENT TEACHERS BY COLLEGE

College	Number*	Surveyed	Responded
Allegheny	4	2	2
Baldwin-Wallace	11	6	3
Bowling Green	13	7	4
Cleveland State	30	16	11
Case-Western Reserve	12	6	6
St. John	29	15	11
Kent State	51	28	16
Ohio State	2	2	1
Ohio University	31	17	4
Hiram	1	1	0
TOTALS	184	100	58

*Student Teachers in Grades 4, 5 and 6 1967-1968

TABLE II

APPRAISAL OF COLLEGE METHODS COURSES: BY COLLEGE

College	Very Adequate	Adequate	Inadequate	No Response
College A	12%	76%	12%	
College B		50%	50%	
College C	9%	27%	64%	
College D	36%	55%		9%
College E		50%	50%	
College F	17%		83%	
College G	33%	67%		
College H		50%	50%	
College I		100%		
TOTALS	16%	50%	32%	2%

*Numbers presented in this and subsequent tables have been rounded off in per cents.

TABLE II

APPRAISAL OF COLLEGE METHODS COURSES: BY COLLEGE

College	Very Adequate	Adequate	Inadequate	No Response
Allegheny		50%	50%	
Baldwin-Wallace	33%	67%		
Bowling Green		50%	50%	
Cleveland State	9%	27%	64%	
Case-Western Reserve	17%		83%	
St. John	36%	55%		9%
Kent State	12%	76%	12%	
Ohio State		100%		
Ohio University		50%	50%	
TOTALS	16%	50%	32%	2%

*Numbers presented in this and subsequent tables have been rounded off in per cents.

TABLE IV

EVALUATION OF PERSONAL QUALITIES OF COOPERATING TEACHER

Qualities	Responses
Very friendly	55%
Friendly	38%
Unfriendly	7%
Very poised	55%
Poised	43%
Unpoised	2%
Very considerate	64%
Considerate	32%
Inconsiderate	4%
Very adaptable	67%
Adaptable	27%
Unadaptable	6%
Appeared very happy in teaching	73%
Appeared somewhat happy in teaching	25%
Appeared unhappy in teaching	
No response	2%

The depth of the cooperating teacher's dedication to teaching is a reality wordlessly expressed but readily perceived. The student teacher can easily discern whether his cooperating teacher regards teaching as a true vocation rather than as a mere occupation by observing his line of conduct which concretizes his basic attitude toward teaching. The quality of dedication was seen to be present in 98 per cent of the cooperating teachers studied. While 69 per cent were seen to be very dedicated, only 2 per cent appeared not to be dedicated to teaching.

The authentic professional is not content with mediocrity: he displays a constantly developing competency and efficiency. None of the cooperating teachers was found lacking in competency and efficiency: 81 per cent were said to possess these attributes to a high degree, and the remaining 19 per cent were found to be somewhat competent and efficient.

Professional reading is required of any teacher, but especially of the cooperating teacher inasmuch as he must serve as consultant. Since he is in a position to offer alternate suggestions to the methods and procedures employed by his student teacher, he must be able to draw not only on his own experience but on the wide range of information available in current literature as well. It seemed notable that while 52 per cent of the cooperating teachers were considered moderately well-read, only 29 per cent were considered extensively well-read. Nine per cent gave evidence of having done little or no professional reading. In this category 10 per cent were not rated. The evidence purported that the cooperating teachers rated higher in dedication, competency and efficiency than in professional reading. This fact may have had bearing on the results of the next question which concerned evidence of being knowledgeable of innovative teaching techniques. Only 39 per cent gave evidence of being very knowledgeable, 50 per cent gave evidence of being somewhat knowledgeable and 9 per cent seemed to have little or no knowledge of innovative teaching techniques.

The teacher's code of ethics is actualized in his relationship with all those within the school environment, fellow workers as well as pupils. The cooperating teacher's respect for other persons and for the standards of the teaching profession must needs affect the professional perspective of the student teacher. Twelve per cent of the student teachers made no judgment regarding this question; the remaining 88 per cent attested to the manifestation of a code of ethics on the part of their cooperating teacher. Ethical behavior seemed therefore to be evidenced by the greater number of cooperating teachers surveyed.

Relationship between Cooperating Teacher and Student Teacher

It is commonly held that the relationship between cooperating teacher and student teacher is crucial in determining the effectiveness of the student teaching experience. Tables VI and VII showed how the student teachers evaluated their cooperating teacher with reference to various

TABLE V

EVALUATION OF PROFESSIONAL QUALITIES OF COOPERATING TEACHER

Qualities	Responses
Appeared very dedicated to teaching	69%
Appeared somewhat dedicated to teaching	29%
Appeared not to be dedicated to teaching	2%
Appeared very competent and efficient	81%
Appeared somewhat competent and efficient	19%
Appeared incompetent and inefficient	
Gave evidence of having done extensive professional reading	29%
Gave evidence of being moderately well read	52%
Gave evidence of having done little or no professional reading	9%
Don't know	10%
Gave evidence of being very knowledgeable of innovative teaching techniques	39%
Gave evidence of being somewhat knowledgeable of innovative teaching techniques	50%
Gave evidence of having little or no knowledge of innovative teaching techniques	9%
Don't know	2%
Manifested a code of professional ethics	88%
Did not manifest a code of professional ethics	
Don't know	12%

concrete factors in this relationship. The items in Table VI may be summarized in this manner: how did the cooperating teacher (1) accept the student teacher; (2) set the atmosphere for the student teacher to release his emergent professional talents and (3) evaluate and attempt to modify constructively the performance of the student teacher. Table VII contained a description of the student teacher's impression of how the cooperating teacher viewed his own and the student teacher's respective roles.

The first item appearing in Table VI referred to whether the cooperating teacher created an atmosphere in which the student teacher could grow socially, mentally and emotionally. It may be noted that the responses to this question--64 per cent "yes," 31 per cent "somewhat" and 5 per cent "not at all"--closely resembled the responses concerning considerateness, one of the qualities discussed above which seem to be necessary for an atmosphere conducive to learning.[2]

It was seen that 79 per cent of the cooperating teachers manifested a willingness to share ideas, and that 17 per cent appeared somewhat willing to share ideas. Four per cent of the student teachers stated that their cooperating teacher did not seem at all willing to share ideas with them. It would be of value to learn how many of the cooperating teachers actually desired to have a student teacher.

The next item had to do with whether the cooperating teacher encouraged his student teacher to exercise his creative potential. The response of 74 per cent of the student teachers was "yes"; 22 per cent replied "somewhat" and 4 per cent "not at all." The low negative response indicated that the greater number of the student teachers did not feel that their creativity was stifled.

Although 88 per cent of the cooperating teachers appeared competent and 9 per cent somewhat competent in lesson planning, only 63 per cent were perceived by their student teacher as definitely expending time and effort in discussing lesson plans. While 32 per cent seemed somewhat to expend the time and effort, 5 per cent did not.

The next two items were concerned with consistent evaluation and constructive criticism. The responses indicated that 66 per cent of the cooperating teachers were regarded as consistent and 26 per cent as somewhat consistent in their evaluation of the student teacher's performance. Eight per cent seemed not at all consistent. In regard to constructive criticism, 74 per cent of the student teachers said that their cooperating teacher constructively criticized their performance; 19 per cent responded "somewhat" and 7 per cent "not at all."

By definition the student teacher is in a situation in which he is to learn as well as teach. A realistic view accords him professional status but at the same time recognizes the fact that he is not experientially so competent as the veteran teacher. The greater number of student teachers surveyed in this study felt that the cooperating teacher's expectations of their performance were realistic: 84 per cent replied "yes" to the question,

---

[2] Cf. ante, pp. 8-9.

11 per cent "somewhat" and 5 per cent "not at all."

The next question was basic since it dealt with the whole function of the student teaching experience, i.e. the immediate preparation for and initiation into a teaching career. When asked whether their cooperating teacher did in fact help them learn to teach, only 63 per cent answered "yes," 33 per cent "somewhat" and 4 per cent "not at all." These responses may have indicated some lack of correlation between the presumed importance of the student teaching experience and its effectiveness as viewed by the participants.

The effectiveness of the cooperating teacher is essentially dependent upon the degree to which he has assumed the responsibility of this role with its concommitant obligations. The opinion of 69 per cent of the student teachers was that the cooperating teacher had assumed the responsibility; 19 per cent felt that the cooperating teacher had somewhat assumed the responsibility while 7 per cent stated that this responsibility had not been assumed at all. Five per cent of the student teachers did not respond to this question.

If student teaching is meant to be a teaching-learning experience, then in a certain sense the student teacher should be treated as a student as well as a member of the profession. The questionnaire results indicated that 60 per cent of the student teachers participating in this study felt that they were accepted as co-worker and student; 22 per cent of the student teachers stated that they were treated as co-worker and 14 per cent as student. Four per cent marked "other." One of the latter attested:

> . . . I felt like I was treated like a little kid who didn't know anything . . . . I don't think my cooperating teacher really wanted a student teacher. She was very detrimental to my teacher career [sic] almost causing me to forget the whole idea of ever teaching . . . To me the most important aspect of the student teaching relationship is to have a good, warm, friendlier atmosphere because without that it is impossible to have or learn anything.

His comments seemed to support the importance of the student teacher's view of how he is accepted by the cooperating teacher, since this factor is a primary determinant of the effectiveness of the student teaching experience.

Table VIII showed the proportionate amount of time during which the cooperating teacher was present for lessons taught by the student teacher: all of the time, 15 per cent; most of the time, 74 per cent; little of the time, 7 per cent; rarely, 2 per cent. Two per cent of the student teachers did not reply to this item. It seemed that good supervisory practice was evidenced, since a relatively large percentage of the cooperating teachers were present most of the time.

TABLE VI

EVALUATION OF COOPERATING TEACHER'S WORKING RELATIONSHIP WITH STUDENT TEACHER

Areas of Performance	Yes	Somewhat	Not at All	No Response
Created an atmosphere in which you could grow socially, mentally, and emotionally	64%	31%	5%	
Manifested a willingness to share ideas with you	79%	17%	4%	
Encouraged you to exercise your creative potential	74%	22%	4%	
Was himself or herself competent in lesson planning	88%	9%	3%	
Expended time and effort in discussing the planning of your lesson	63%	32%	5%	
Consistently evaluated your performance	66%	26%	8%	
Constructively criticized your performance	74%	19%	7%	
Was realistic in his or her expectations of your performance as a student teacher	84%	11%	5%	
Did in fact help you learn to teach	63%	33%	4%	
Assumed the responsibility of your student teaching	69%	19%	7%	

TABLE VII

EVALUATION OF COOPERATING TEACHER'S ACCEPTANCE OF STUDENT TEACHER

Student-Teacher Role	Responses
Co-worker	22%
Student	14%
Co-worker and student	60%
Other	4%

Areas of Experience Found Beneficial by Student Teacher

Realistically speaking, the cooperating teacher is cognizant of the fact that he cannot supply the student teacher with extensive knowledge of and practice in every facet of teaching. Nevertheless, it is his responsibility at least to expose the student teacher to major areas of classroom management and enable him to gain an adequate proficiency in various aspects of teaching experience.

The questionnaire listed some of the more important areas of classroom management to which the student teacher should be exposed. Although the list was by no means exhaustive, it pointed up basic aspects of teaching. The question read: "Check any of the areas of classroom management that you feel were a direct benefit from your student teaching experience." According to Table IX, the results were not highly positive. Failure on the part of a rather large percentage of student teachers to check certain areas did not necessarily preclude the idea of any exposure whatsoever to the experiences listed: it may have indicated that the experience was not sufficiently emphasized or not so beneficial as the student teacher may have desired.

More than half of the student teachers checked the following areas as direct benefits of their student teaching: line procedures (67 per cent); disciplinary procedures and techniques (66 per cent); collection and distribution of materials (63 per cent); classroom tasks (59 per cent); physical appearance of classroom (55 per cent) and overall knowledge of clerical work (53 per cent). It may be noted that although these areas were the most often checked, still a rather large percentage of the student teachers did not indicate that they found these to be beneficial.

The remaining areas dealing with classroom management were checked by fewer than half of the respondents: functional decorating techniques (43 per cent); seating, locker or coatroom arrangements (41 per cent); effective homework assignments (38 per cent); lighting and ventilation (33 per cent); use and care of audio-visual equipment (31 per cent); experience in arranging and conducting field trips (31 per cent) and cafeteria, lunchroom and bus procedures (19 per cent).

The fact that none of the listed areas rated high in frequency of response may have indicated that a greater emphasis could be placed on the various aspects of classroom management so as to provide a working acquaintance with basic responsibilities.

The student teachers were asked also to list areas they felt could have been stressed during their student teaching which would have aided them in their first teaching assignment. Only 79 per cent of those surveyed gave any response at all to this item; many of their comments did not strictly pertain to the question. Therefore, the results were far from conclusive. However, some of the responses to this question lent supportive evidence for the need of greater emphasis on certain aspects of general teaching experience. Among the more frequently mentioned areas were provision for individual educational and emotional needs of

TABLE VIII

PRESENCE OF COOPERATING TEACHER FOR LESSONS TAUGHT BY STUDENT TEACHER

Presence of Cooperating Teacher	Responses
All of the time	15%
Most of the time	74%
Little of the time	7%
Rarely	2%
Not at all	
No response	2%

TABLE IX

AREAS OF EXPERIENCE FOUND BENEFICIAL BY STUDENT TEACHER

Areas of Classroom Management	Responses
Physical appearance of the classroom	55%
Functional decorating techniques	43%
Line procedures (dismissal, board work, etc.)	67%
Collection and distribution of materials	63%
Overall knowledge of clerical work (student profile records, recording grades, correction of papers, etc.)	53%
Cafeteria, lunchroom and bus procedures	19%
Disciplinary procedures and techniques	66%
Classroom tasks	59%
Use and care of audio-visual equipment	31%
Lighting and ventilation	33%
Seating, lockers or coatroom arrangements	41%
Effective homework assignments	38%
Experience in arranging and conducting field trips	31%

pupils (11 responses), clerical work (7 responses), rapport with cooperating teacher and with pupils (7 responses), use and care of audio-visual equipment (6 responses), lesson planning (5 responses), discipline (5 responses) and techniques of motivation (5 responses). Other aspects noted included procedures for the beginning of the school year (4 responses) and length of student teaching experience (2 responses).

Some of the areas which were mentioned may have seemed secondary or peripheral, but they contribute to the teacher's command of the classroom which is primary and essential if the goals of teaching _per se_ are to be realized.

SUMMARY

The information gleaned in this study may provide beneficial insights for cooperating teachers interested in improving their effectiveness. It may also suggest areas which should be emphasized in teacher education curricula and supervision.

Consiusions

In regard to the methods courses provided by their respective colleges, two-thirds of the student teachers felt that the preparation given was adequate. However, since one-third of the student teachers indicated that the methods courses inadequately prepared them for teaching, the teacher education institutions may profit by an appraisal of the courses presently offered.

The cooperating teacher viewed in this study seemed for the most part to possess an adequate professional background for their role. Most had had previous experience as a cooperating teacher.

The interpersonal relationship between cooperating teacher and student teacher is commonly regarded as the key to a successful student teaching experience. The results of the questionnaire were positive on this point: it appeared that the majority of the cooperating teachers manifested to a high degree the personal qualities--friendliness, poise, consideration, adaptability and happiness in teaching--which contribute to good rapport.

The cooperating teachers rated high in all the professional qualities listed on the questionnaire. However, the evidence purported that extensive professional reading and knowledgeability of innovative teaching techniques ranked lower than dedication, competency, efficiency and ethical behavior. The fact that professional reading is essential if the teacher is to keep abreast of current innovations and trends gains in importance in view of the consultative role of the cooperating teacher.

The student teachers evaluated their cooperating teacher with reference to various concrete factors in their mutual relationship. In general, the cooperating teachers seemed to accept the student teacher, create a climate conducive to learning and attempt to modify constructively the performance of the student teacher. Although the questionnaire results were positive, greater emphasis could be placed on the following areas in particular: (1) conferences which provide opportunities for planning and evaluation of lessons; (2) a climate conducive to the social, mental and emotional health of the student teacher and (3) involvement of the student teacher in a wide range of practical teaching situations leading to a sense of accomplishment and security in the teaching role.

The cooperating teacher has the responsibility of exposing the student teacher to major areas of classroom management. The student teachers surveyed in this study were asked to indicate which areas they felt had been a direct benefit of their student teaching experience, and then to list the areas they felt could have been stressed. None of the listed areas rated high in frequency of response; however, various factors may have obviated the need for some of these experiences. Nevertheless, it is clear from the data that a greater emphasis could be placed on the various aspects of classroom management, especially disciplinary techniques, clerical tasks, individualized instruction, use and care of audio-visual equipment and attention to differing needs of children. These and other areas could be highlighted in a comprehensive guide for cooperating teachers.

Recommendations

Major recommendations issuing from this study can be addressed to two groups: cooperating teachers themselves and those persons responsible for setting up teacher education curricula.

The cooperating teacher should be aware of the importance of providing an interpersonal relationship with the student teacher which will make it possible for him to realize his potential. In addition to developing those personal qualities which contribute to the establishment of a good relationship, the cooperating teacher should endeavor to become more professional through extensive reading and acquaintance with innovative teaching techniques.

Those charged with the selection of cooperating teachers should ascertain that those appointed are possessed of the personal and professional qualities recognized as essential to the proper fulfillment of their role. Furthermore, willingness to assume the role is of prime importance and should therefore be a major criterion of selection.

Some sort of structure is necessary to serve as a guide for the inclusion of the multifarious facets of classroom management to which the student teacher should be exposed. It is recommended that this information be made available to the cooperating teacher to fill this pressing need.

Areas for Further Study

It is proposed that further research be devoted to certain topics which would serve to augment the data secured in the course of this present investigation.

A study might be undertaken to examine the negative factors in the relationship between cooperating teacher and student teacher. Aspects which proved detrimental to the preparation of teachers could be the focus of such a study.

It was beyond the scope of this study to delineate all the areas of general classroom management that call for attention during student teaching. However, the demand exists for a comprehensive report which would list in detail the experiences which should comprise the student teaching program. Such literature must be made readily accessible to cooperating teachers.

These suggestions, it is hoped, will contribute to the professional development of future teachers and open up avenues for further exploration.

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John Carroll University

ALAN C. SHANKLAND
Executive Secretary,
Cuyahoga County
School Superintendents' Association

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President,
Oglebay Norton Company

• • •

Executive Director
DONALD B. SWEGAN

Associate Director
LOUIS N. THEODOSION

Teacher Education Consultant
JOHN A. MORFORD

August 10, 1969

Dear Colleague:

A short time ago you participated in a professional experience called student teaching. Undoubtedly, you can cite some advantageous or disadvantageous results from this preparatory work. I would be most grateful if you would share some of these insights with me.

The purpose of this questionnaire is twofold. First, we are anxious to improve the role of the cooperating teacher in the student teaching experience since his or her attitude and the amount of guidance given can have a positive or negative effect on the student teacher.

A secondary purpose of this questionnaire is to formulate its results into a study to be submitted to the Cleveland Commission on Higher Education. Our concern is to improve the teaching profession and to do this we need to improve the quality of preparation our new teachers receive under the student teaching program.

We would like to note that this questionnaire is not aimed at duplicating the information requested of you by Dr. Francis T. Huck in a recent post card questionnaire. Rather, it is aimed at providing a basis for an in-depth study of a related aspect concerning the same topic. Therefore, we kindly urge you to consider both.

Since you recently participated in this internship program, I felt you were best qualified to help me gather this information. Thus, your name has been especially chosen for this select sampling. The effort and time you give to this questionnaire is appreciated in advance. It would be most advantageous and helpful to me if you could return it within the week.

Sincerely yours,

Sister Thomas Marie, O.S.U.

STM:bjk
Enclosures

GENERAL INFORMATION

1. From which college or university did you receive your degree? ____________________

2. Do you feel that your college methods courses prepared you to assume teaching responsibilities? _____ Very adequately _____ Adequately _____ Inadequately

3. In what grade did you perform your student teaching experience? ________________

4. In what grade did you perform your first full year of teaching experience following your student teaching experience? ____

5. Was this grade your own choice? _____ The assignment of the administration? _____

6. If you did not pursue the teaching profession, what career did you pursue?
____
____
____

7. If you are not engaged in the teaching profession, was your choice influenced by any of the following reasons?

_____ Salary
_____ Marriage
_____ Unpleasant student teaching experience
_____ Dissatisfaction with teaching in general
_____ The desire for more adult communication
_____ Other Comment: ____
____
____

GENERAL INFORMATION CONCERNING THE COOPERATING TEACHER

CHECK THE CORRECT ANSWER:

1. What degree did your cooperating teacher hold?
_____ No degree _____ Bachelor _____ Master _____ Doctorate _____ Don't know

2. How many years of teaching experience did your cooperating teacher have?
_____ Less than 5 _____ 6-10 years _____ 11-15 years _____ 16-20 years
_____ 21-25 years _____ Over 25 years _____ Don't know

3. Had your cooperating teacher had previous experience with student teachers?
_____ Yes _____ No _____ Don't know

4. To the best of your ability, evaluate your cooperating teacher as a person.

A.	_____ Very friendly	_____ Friendly	_____ Unfriendly
B.	_____ Very poised	_____ Poised	_____ Unpoised
C.	_____ Very considerate	_____ Considerate	_____ Inconsiderate
D.	_____ Very adaptable	_____ Adaptable	_____ Unadaptable
E.	_____ Appeared very happy in teaching	_____ Appeared somewhat happy in teaching	_____ Appeared unhappy in teaching

ED051118

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EDUCATION & WELFARE
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FINAL RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

Volume 3 of 3

The Improvement of Student Teaching Through a Consortium of Greater Cleveland Schools and Colleges

John A. Morford, Ed.D.
Donald B. Swegan, Ed.D.

Appendix G.	A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers.
Appendix H.	A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year.
Appendix I.	A Conceptual Teacher Education Center Model.
Appendix J.	The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment.
Appendix K.	Improvement of Secondary School-College Articulation in Science Education.
Appendix L.	A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

OCTOBER, 1970

The research reported herein was performed pursuant to a grant OEG-0-8-000181-1899 (010) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP004996

A NOTE TO THE READER

This is Volume 3 of a three volume report on the Improvement of Student Teaching through a Consortium of Greater Cleveland Schools and Colleges. Volume 1 includes the narrative description of the report as well as several appendices listing the project's participants and the materials produced.

Volume 2 includes three research reports on the status of student teaching in Greater Cleveland, as follows:

Appendix D. Analysis of Student Teaching in Metropolitan Cleveland, Ohio, 1967-1968.

Appendix E. A Follow-up Study of 1967-1968 Student Teachers in the Greater Cleveland Cuyahoga County Area - Their Current Status and Position.

Appendix F. A Follow-up Study of Intermediate Grade Student Teachers in Cuyahoga County One Year After Their Experience

This volume includes other research reports conducted within the scope of the project.

Appendix G. A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers

Appendix H. A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year.

Appendix I. A Conceptual Teacher Education Center Model.

Appendix J. The Use of Personality and Attitude Factors for a Successful Student Teaching Assignment.

Appendix K. Improvement of Secondary School-College Articulation in Science Education.

Appendix L. A Modern Approach to Chemistry Laboratory Experimentation at the Undergraduate Level.

Copies of the individual volumes can be obtained from the Cleveland Commission on Higher Education, 1367 E. 6th Street, Cleveland, Ohio 44114.

APPENDIX G

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A Report on a Workshop Orientation Program for New Critic Teachers Including a Comparative Evaluation of the Participants' Work With Student Teachers

Ernest J. Kozma, Ed.D.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

JULY, 1970

The research reported herein was performed pursuant to a grant OEG-0-8-000181-1899 (010) with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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INTRODUCTION

The Institute for the Orientation of Cooperating Teachers was held from July 14-18, 1969 at Baldwin-Wallace College. The institute was a pilot project made possible by a research grant from the Student Teaching Improvement Project, administered through the Cleveland Commission on Higher Education. The need for such an institute was brought into clearer focus by the Project's analysis, on Student Teaching in the Greater Cleveland area, issued in the fall of 1968. It pointed to the lack of organized well-structured orientation programs as a weak link in teacher education.

Eight Greater Cleveland school districts were invited to nominate teachers who would be interested in working with student teachers and who would be willing to attend the one-week workshop during the summer prior to receiving a student teacher. These nominations were of teachers who had not previously had a student teacher. From the numerous applications, thirty two teachers were selected for participation and of these, thirty one teachers actually attended. (See Appendix 17) The participants represented six of the local school districts originally contacted. Of the selected group, secondary candidates numbered ten while elementary was represented by twenty one persons.

A program was designed to acquaint the teachers with the newer developments in the analysis of teaching as well as to introduce them to the responsibilities of their new role. (See Appendix 16) Leaders for the various sessions were chosen upon consideration of their competency in the areas included in the workshop. (See Appendix 14)

Participants were given a selection of printed materials and paperback editions which included assignments to be read. These were used as a background and point of reference for some of the group discussions. (See Appendix 13)

During the 1969-70 school year, participants were assigned a student teacher. Following the assignment their performance as a cooperating teacher was evaluated. A matching sample of first-time cooperating teachers that did not attend the institute were chosen and evaluated. Comparison of performances was evaluated to determine what carry-over and effect the institute experience might have contributed in the way of classroom performance with a student teacher.

The data gathered for this research will be reported on in two stages. First the data concerning the makeup of the institute itself gathered at the time of the institute's operation will be reported. Second, the data gathered during the 1969-70 school year concerning the institute participants, the student teachers, and the sample test groups will be reported. The final section will be a summary of findings and conclusions. The appendix has a detailed schedule of the institute activities and a complete set of the data gathering questionnaires used in the research. These items are arranged in the order they are referred to in the report.

SECTION I

INSTITUTE OPERATION DATA

QUESTIONNAIRES FOR PARTICIPANTS AND INSTITUTE FACULTY

Questionnaire A. Staff

A questionnaire was given to the institute faculty. (See Appendix 23) One noticeable difference in responses between the participants and faculty concerned the length of each topic session. The participants in general felt the sessions were about the right length while the faculty was unanimous in indicating a need for more time to develop each topic session.

Questionnaire B. Participants

A pre-institute questionnaire was given to all the participants during the initial meeting July 14, 1969. (See Appendix 25)

The data gathered from the questionnaire confirmed for the most part the particular premises on which the institute was based. The topics utilized were new to the participants or known only on a very introductory level.

For each of the categories listed on the questionnaire the data was overwhelmingly indicative of limited or inadequate knowledge on the part of the participants.

Questionnaire C. Participants

During the final session of the institute a questionnaire was given to each of the participants. (See Appendix 27) The participants were asked to evaluate the organization and administration of the institute, each of the content topics, the instructional material used, and to make a judgment concerning possible professional growth. It was thought that this type of assessment was needed immediately following the institute so that the resulting data could be compared to what could be obtained at some future date when each of the participants would have their initial student teacher.

The data gathered from the questionnaire confirmed for the most part the particular premises on which the institute was based. The topics utilized were new to the participants or known only on a very introductory level. The topics were thought to be relevant and important for the cooperating teachers. The one exception was the time spent on the history of student teaching and supervisory techniques. There was some doubt that these sessions were relevant and needed. The participants also indicated a desire for more exposure to actual student teachers through videotape.

The participants felt that the experience of the institute was better or at least as good as their previous in-service activities. The length of the institute and the various organizational items were critiqued and indicated to have been received positively.

SECTION II

The questionnaires used to obtain data, during the 1969-70 school year, were designed in order that a simple chi-square analysis could be utilized. (See samples of the questionnaires in the appendix) The questionnaires were analyzed in terms of the following groups. First year cooperating teachers that attended the institute, first year cooperating teachers that did not attend the institute, student teachers working under both the cooperating teacher groups, and college supervisors working with all of the above mentioned groups. The data was analyzed to determine what similarities and differences could be identified. The identification of these items will aid in determining the effectiveness of the summer workshop orientation program for new cooperating teachers.

QUESTIONNAIRE DATA

First Year Cooperating Teachers That Attended the Institute

The responses indicated that the thirty-one teachers in this group were aware of and utilized a number of the items emphasized in the institute. The responses showed the use and the evaluation of specifically stated objectives in lesson planning by all the respondents. The objectives were required to be stated in behavioral terms by seventy-five percent of the cooperating teachers that attended the institute.

Eighty-eight percent of these cooperating teachers viewed themselves as being open concerning teaching style and student teacher activity. They further indicated that experimentation was encouraged. Twelve percent of the cooperating teachers in this group indicated they preferred and expected the student teacher to teach by using the cooperating teacher as the model in their teaching.

The following kinds of experiences were used and were viewed as being very helpful during the student teaching experience: the use of verbal interaction analysis, the use of microteaching, the use of non-verbal interaction analysis, and the use of feedback techniques. The data from the questionnaire revealed none of the cooperating teachers made use of video tape during the student teaching experience.

The cooperating teachers viewed the student teachers in this manner as:

outstanding	25%
excellent	25%
average	50%
below average	0%

All of the cooperating teachers viewed the student teaching experiences as valuable.

Questionnaire Results of First Year Cooperating Teachers Who Did Not Attend the Institute

The ninety-four cooperating teachers in this group did not attend the summer institute. The responses indicate that they utilized some of the items stressed during the institute. Sixty-six percent of these cooperating teachers required the student teachers to specifically state objectives in their lesson plans. Fifty percent of the cooperating teachers in this group stated that they evaluated the student teacher on the basis of these stated objectives. Fifty percent of the respondents also reported that the objectives needed to be stated in behavioral terms.

Ninety percent of the cooperating teachers in this category viewed themselves as encouraging experimentation on the part of the student teacher. Ten percent of the respondents expected the student teacher to teach as they do. The respondents in this group indicated that the use of interaction analysis, the use of micro teaching, the use of non-verbal interaction techniques, and the use of video tape were helpful techniques in student teaching. The teachers in this group then point out that these techniques were not used with their student teacher.

The data indicated that the cooperating teachers in this group viewed their student teachers in the following manner:

outstanding	12%
excellent	50%
average	15%
below average	13%

One hundred percent of the cooperating teachers viewed student teaching as a valuable experience for the student teacher. Ten percent of the cooperating teachers wanted the student teacher to teach as they teach while ninety percent indicated they encouraged experimentation in teaching style.

Comparison of the Questionnaire Data Received from the Two Cooperating Teacher Groups

The two groups were not significantly different in terms of the stated need for the student teacher to utilize objectives in lesson planning. A significant difference was noted, however, in that a significantly higher percentage of cooperating teachers that attended the summer institute required the use of behavioral objectives than the non-institute participants. A significant difference at the five percent level of confidence was noted using a chi-square analysis.

Both of the teacher groups viewed the use of verbal interaction analysis, non-verbal interaction analysis, micro teaching and feedback techniques as important. A significant difference was found in that the institute attending teachers stated that these techniques were utilized during this student teacher experience and the non-institute teachers indicated that these techniques were helpful but were not used during this student teaching experience.

The groups did not differ significantly in their views of the student teachers assigned to them although a larger percentage of institute participants viewed the student teachers assigned to them as average.

Questionnaire Data - Student Teachers with Institute Cooperating Teachers

Student teachers assigned to cooperating teachers that attended the summer institute identified a number of techniques that they deemed useful in their student teaching experience. These techniques and the percentage of respondents indicating the technique was useful follows:

(1) use of behavioral objectives in lesson planning 100%
(2) use of feedback techniques 100%
(3) the use of verbal interaction analysis 64%
(4) the use of video tape 3%
(5) the use of non-verbal interaction analysis 40%
(6) micro teaching 0%

It should be noted that these items were noted as being useful and as having been used during the experience.

The questionnaire data showed that the student teacher in this group viewed their cooperating teacher in the following manner:

effective	40%
fair	80%
unfair	12%
dogmatic	40%
democratic	24%

The student teachers were asked to check as many items as they felt described their cooperating teacher.

The student teacher was also asked to indicate his evaluation of the total student teaching experience and the respondents checked only three categories of the six listed in the questionnaire. The results were as follows:

extremely valuable	50%
valuable	25%
moderately valuable	25%

In the portion of the questionnaire devoted to the evaluation of the student teacher, it is important to note the eighteen percent of the student teachers felt that the cooperating teacher was unable to communicate effectively during the evaluation conferences. In addition, twelve percent of the student teachers indicated on the questionnaire that they were expected to emulate the cooperating teacher's teaching style.

Questionnaire Data - Student Teachers with Non-Institute Cooperating Teachers

The student teachers that were placed with non-institute cooperating teachers were asked to identify techniques utilized during the student teaching experience that were useful. A listing follows of the techniques identified and the percentage of the respondents indicating its use.

Behavioral Objectives in Lesson Planning	40%
Verbal Interaction Analysis	25%
Non-Verbal Analysis	47%
Video Tape	15%
Micro Teaching	3%
Feedback Techniques	69%

The questionnaire data showed that the student teachers in this group viewed their cooperating teachers in the following manner:

outstandingly effective	40%
effective	40%
average	9%
ineffective	2%
fair	23%
democratic	34%
dogmatic	9%
unable to communicate	5%

The student teachers were asked to check as many items as they felt described their cooperating teacher.

The student teachers' evaluation of the student teaching experience was recorded on the questionnaire in the following manner:

extremely valuable	63%
valuable	26%
moderately valuable	5%
unproductive	6%

Fifteen percent of the student teachers in this group viewed their cooperating teachers as being unable to communicate effectively during evaluation conferences. Ten percent of the student teachers also felt their cooperating teacher expected them to copy his style of teaching.

Comparison of the Questionnaire Data Received from the Two Student Teacher Groups

Both student teacher groups identified certain techniques used during their student teaching experiences as being useful and in their view productive. The data collected was analyzed and compared through the use of a chi-square analysis in order to determine whether the groups differed significantly in their use of these techniques. A significant difference at a five percent level of confidence was noted in the use of Behavioral Objectives and the use of Verbal Interaction Analysis. In both cases the cooperating teachers attending the summer institute had a significantly higher number using these techniques than did the comparison group. No significant difference was noted in the uses of the other techniques reported.

The evaluation of the cooperating teachers by the student teachers indicated that some differences existed between the groups. A significant difference was noted in the description of the cooperating teacher as being dogmatic. A significantly higher portion of the cooperating teachers that attended the institute were described as being dogmatic than the non-institute cooperating teachers. The open ended remarks by the student teachers indicated that they equated words such as structured, planned, and scheduled with being too dogmatic. Also a significantly higher percentage of institute cooperating teachers were described as fair in their evaluation of the student teacher than the non-institute cooperating teachers. These differences were significant at a five percent level of confidence.

Another item that should be emphasized is the feeling on the part of a percentage of the student teachers in both groups that their cooperating teachers did not communicate effectively. These percentages were eighteen in the institute attending group and fifteen percent in the non-institute group. Some student teachers felt that the cooperating teachers' teaching style was expected to be copied. This was true of twelve percent of the student teachers with the institute group and ten percent of the comparison group.

Questionnaire Data College Supervisors

The data received from the college supervisors of both groups was tabulated. Using a chi-square analysis the data was tested to see if any significance could be attached to the differences. The tests indicated that no significant difference was involved. The data was so similar in tabulations that the results of both groups will be treated at the same time.

The supervisors of both groups indicated that the cooperating teachers' teaching style was a style that not only allowed for experimentation but suggested and encouraged it. Both groups reporting felt that the cooperating teachers communicated effectively. One hundred percent of the group of student teachers with institute cooperating teachers were rated as excellent by their supervisors. Sixty one percent of the student teachers in the non-institute group were rated as effective or outstandingly effective. The non-institute group was rated as follows: eighty-two percent effective or outstandingly effective and eighteen percent as average.

SUMMARY AND CONCLUSIONS

1. First time cooperating teachers were not familiar with analysis of teaching and supervising techniques.
2. Analysis of teaching and supervisory techniques studied in a workshop setting were thought to be relevant and important to first time cooperating teachers.
3. Time spent in a workshop to prepare for the first student teacher was considered better or at least as good as previous inservice exposures.
4. There was a direct relationship between attendance at the institute and the use of the techniques stressed at the workshop.
5. Student teachers with workshop cooperating teachers felt their experience was more structure, planned, and scheduled. They described this as dogmatic.
6. Student teachers assigned to institute cooperating teachers viewed their evaluation as fair.
7. The student teachers with the institute attending cooperating teachers agreed more closely with their cooperating teachers in their views of the student teaching experience.
8. Greater differences existed in conceptions of the experience between the non-institute group cooperating teachers and their student teachers.
9. College supervisors in both groups perceived the cooperating teachers and the student teachers as being much more productive and effective than either of the student teacher groups or the cooperative teacher groups viewed themselves.
10. The college supervisors in both groups viewed the cooperating teachers and the student teachers as much more productive and effective than these groups viewed each other.

The workshop setting to orient first time cooperating teachers did make a difference in the performance of the participants. A knowledge of some techniques in the analysis of teaching and supervision were utilized by these participants. The student teachers did feel the techniques used were helpful and effective. The student teachers claimed a structured and a dogmatic approach on the part of the institute participants and indicated a very fair evaluation by these teachers. The institute teachers were able to view the student teacher and his experience in a manner that more closely resembled the picture the student teacher had of himself and his experiences.

The group of college supervisors pictured the cooperating teacher, the student teachers and the experience quite differently than the other groups. They had fewer reservations and had completely positive views. The college supervisor should be a part of any future workshop or institute. An expanded institute based on this experience is being planned for the summer of 1971 which will include the college supervisor. Enough evidence has been gathered to point to the importance of a structured attempt to orient cooperating teachers. What is needed now is the continuation and refinement of this concept.

APPENDIX

WHAT:	INSTITUTE FOR ORIENTATION OF COOPERATING TEACHERS Sponsored by: The Education Department, Baldwin-Wallace College Funded by: The Cleveland Commission on Higher Education
WHERE:	Baldwin-Wallace College Berea, Ohio
WHEN:	Monday, July 14, 1969 - Friday, July 18, 1969 Daily 9:00 a.m. - 12:00 p.m. 1:00 p.m. - 3:00 p.m.
WHY:	To help prepare potential Cooperating Teachers for their role in the Student Teaching Program
WHO:	Teachers without prior experience as Cooperating Teachers

Registration is limited to 30 participants.

A stipend of $75.00 will be given to each participant who completes the work of the institute.

Applications will be accepted until May 1, 1969.

Notification of selected participants will be made by May 10, 1969.

If further information is needed, contact:

Dr. Ernest J. Kozma, Chairman
Department of Education
Baldwin-Wallace College
Berea, Ohio 44017 Telephone No. 243-5000, Ext. 305

OR

Dorothy Becker
Department of Education
Baldwin-Wallace College
Berea, Ohio 44017 Telephone No. 243-5000, Ext. 319

INSTITUTE FOR ORIENTATION OF COOPERATING TEACHERS

July 14 - 18, 1969

Teacher's Application Form

NAME Mr. / Mrs. / Miss ______________________________
Last First Middle Initial

HOME ADDRESS ______________________________
P.O. Number City Zip Code

HOME TELEPHONE NUMBER ____________________ SCHOOL SYSTEM ____________________

SCHOOL NAME AND ADDRESS ______________________________

SCHOOL TELEPHONE NUMBER ____________________

YEARS OF TEACHING EXPERIENCE	GRADE LEVEL	SUBJECT (Secondary Only)
____________________	____________________	____________________

DEGREES HELD AND INSTITUTIONS FROM WHICH THEY WERE RECEIVED:

____

Have you had previous experience as a cooperating teacher in a student teaching program?

Yes________ No________

Why do you desire to become a cooperating teacher?

Completed applications accepted until May 1, 1969

DR. E. J. KOZMA, CHAIRMAN
BALDWIN-WALLACE COLLEGE
DEPARTMENT OF EDUCATION
BEREA, OHIO 44017

INSTITUTE FOR THE ORIENTATION OF COOPERATING TEACHERS

CONTENTS OF FOLDER

ITEM NUMBER	
1	Schedule
2	Institute Leaders
3	Participant Information
4	Categories for Interaction Analysis
5	Work Matrix (3 sheets)
6	Descriptive Indices
7	Role of the Teacher in the Classroom by Amidon and Flanders
8	Analysis and Modification of Teaching Behavior by David B. Young
9	Nonverbal Communication: A Needed Focus by Charles Galloway
10	Toward Improved Student Teaching
11	Cleveland Commission on Higher Education Newsletter
12	Mid-Term Student Teacher Evaluation
13	End of the Term Student Teacher Evaluation
14	Bibliography
15	Preparing Instructional Objectives by Robert F. Mager
16	Teacher Evaluation by Ray H. Simpson
17	Baldwin-Wallace Student Teaching Handbook

INSTITUTE FOR THE ORIENTATION OF COOPERATING TEACHERS
PARTICIPANTS

Dr. Ernest J. Kozma — Director, Institute for Cooperating Teachers

Education:
B.A. Baldwin-Wallace College
M.Ed. Kent State University
Ed.D. Case-Western Reserve University

Experience: Secondary History Teacher, Department Chairman, Assistant Principal, Principal, Curriculum Director, Assistant Superintendent, Strongsville Public Schools
N.C.A.T.E. Visitation Team; Director, Baldwin-Wallace, Humanities Education; Director, Upward Bound; Director, Conference on Teacher Preparation in Liberal Arts Colleges, Educational Consultant to Public School Districts, Teacher Education Consultant to Philander Smith College Research Project, Cleveland Commission on Higher Education
Director of Teacher Education and Chairman of the Division of Education, Baldwin-Wallace College

Present Position: Director of Teacher Education, Ashland College

Dorothy A. Becker — Assistant Director, Institute for Cooperating Teachers

Education:
B.S.E. Baldwin-Wallace College
M.A. Case-Western Reserve University
Graduate work toward a Doctorate - Case-Western Reserve University

Experience: Teacher, Cleveland Public Schools, Grades 1-6
Assistant Principal, Cleveland Public Schools
Curriculum Writing, Social Studies and Language Arts, Cleveland Public Schools
Teacher, Rocky River Public Schools
Consultant, Philander Smith College, Little Rock, Arkansas; Consultant, Local Public School; Research Projects, Cleveland Commission on Higher Education

Present Position: Baldwin-Wallace College, Assistant Professor, Elementary Education

Dr. Patrick Cosiano

Education:
B.S.C. Ohio University
M.Ed. Ohio University
Ed.D. Case-Western Reserve University

Experience:
Teacher, Cleveland Public Schools
Department Chairman, Cleveland Public Schools
Guidance Counselor, Cleveland Public Schools
Executive Secretary, Cleveland Education Association
Consultant, Cleveland Public Schools

Present Position:
Coordinator, Ohio University Cleveland Center for Student Teaching
Assistant Professor of Education, Ohio University
Lecturer, Baldwin-Wallace College

Dr. Dean Kelly

Education:
A.B. Miami University
M.A. Miami University
Ph.D. Case-Western Reserve University

Experience:
Secondary Teacher, Blanchester, Ohio and Martinsville, Ohio; High School Principal, Martinsville, Ohio
Local Superintendent, Reesville, Ohio
Elementary Principal, Director of Instruction, Assistant Superintendent, Avon Lake, Ohio
Assistant Professor, Baldwin-Wallace College

Present Position:
Director of Curriculum, Assistant Superintendent in Charge of Instruction and Personnel, Berea, Ohio

Dr. Robert T. Pfeiffer

Education:
A.B. Manchester College
M.A. Stanford University
Ed.D. Indiana University

Experience:
Secondary Teacher, Columbia City, Indiana
Aurora College, Indiana University
Michigan State University
Editor, Association for Student Teaching Yearbook

Present Position:
Director of Student Teaching, Kent State University

SCHEDULE - JULY 14 - 18, 1969

9:00 - 12:00			1:00 - 3:00
MONDAY, JULY 14, 1969	A.M.	P.M.	
9:00	Orientation	1:00 - 3;00	Professor Dorothy Becker Dr. Ernest Kozma THE STUDENT TEACHER
9:30 - 12:00	Professor Dorothy Becker Dr. Ernest Kozma ROLE OF THE COLLEGE AND CLEVELAND COMMISSION		
TUESDAY, JULY 15, 1969	A.M.	P.M.	
9:00 - 10:30	Dr. Robert Pfeiffer STUDENT TEACHING A. PAST B. PRESENT C. FUTURE	1:00 - 3:00	Dr. Robert Pfeiffer SUPERVISORY TECHNIQUES
10:30 - 12:00	Introduction to Interaction Analysis		
WEDNESDAY, JULY 16, 1969	A.M.	P.M.	
9:00 - 12:00	Dr. Dean Kelly A. DEVELOPING AND EVALUATING BEHAVIORAL OBJECTIVES B. USING SIMULATION TECHNIQUES TO LEARN A DIAGNOSTIC SKILL	1:00 - 3:00	Dr. Dean Kelly GROUP DYNAMIC SKILLS APPLICABLE TO CLASSROOM SITUATIONS
THURSDAY, JULY 17, 1969	A.M.	P.M.	
9:00 - 12:00	Dr. Patrick Cosiano INTERACTION ANALYSIS: VERBAL	1:00 - 3;00	Dr. Patrick Cosiano INTERACTION ANALYSIS: VERBAL
FRIDAY, JULY 18, 1969	A.M.	P.M.	
9:00 - 12:00	Professor Dorothy Becker Dr. Ernest Kozma SELF-EVALUATION AND STUDENT TEACHER EVALUATION	1:00 - 3:00	Professor Dorothy Becker Dr. Ernest Kozma ROLE OF THE COOPERATING TEACHER Summary session and follow-up procedures

INSTITUTE FOR ORIENTATION OF COOPERATING TEACHERS

SCHOOL SYSTEM	PRIMARY	UPPER ELEMENTARY	SECONDARY
Strongsville		5	
Berea			English, Speech, H.P.E.
Berea			Mathematics
Berea			English, Drama
Berea		4	
North Olmsted	Kindergarten		
Berea	1		
Berea	2	4-5	
Berea		5	
Berea	1-2		
Berea			Electricity (I.A.)
Rocky River			Chemistry
Strongsville	Kindergarten		
Berea	2		
North Olmsted	1-2		
Fairview Park	Kindergarten		
Rocky River			English
Berea	1		
Berea	3		
North Olmsted	2-3		
Berea			Earth Science
Fairview Park		4	
North Olmsted	3		
Berea	Kindergarten		

SCHOOL SYSTEM	PRIMARY	UPPER ELEMENTARY	SECONDARY
North Olmsted	Kindergarten		
Berea	2		
Berea			Vocational Home Ec.
Strongsville			Home Ec.
Berea	1		
Lakewood		5-6	
Berea			U.S. and World History
Strongsville		4-5-6	

DALDWIN-WALLACE COLLEGE
Department of Education

MID-TERM STUDENT TEACHER EVALUATION

STUDENT TEACHER ______________________________

COOPERATING TEACHER ______________________________

COOPERATING SCHOOL ______________________________

A frequent complaint of student teachers is that their cooperating teachers neglect to indicate where they are weak either as persons or as teachers until the quarter's end--too late for them to do anything about it. This form should prove helpful at a mid-point in student teaching in taking a look at your student teacher to determine where he stands and to plan further experiences with him. This evaluation will be discussed with the student teacher.

Use your own standards when answering the questions. Where possible, it would help if you can give specific incidents or statements made by the student teacher, the classroom pupils, or other sources that make the point.

1. What does the student need to learn to become a better teacher?

2. What strong points characterize the student's teaching?

3. Has the student been making the best possible use of school materials, facilities, and opportunities? Indicate specific instances.

4. Has the student shown any evidence of ability to learn from experience? Illustrate.

5. Has the student taught and observed in more than one grade and ability level? Comment.

6. Does the student appear to really understand and appreciate children? Illustrate.

7. Will discipline difficulties seriously interfere with the student's teaching efficiency during the first year of teaching? Explain.

8. What personality traits or habits of the student might interfere with his success as a teacher and need to be improved upon?

9. What steps should now be undertaken to make the student a better teacher?

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10-9-68

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Quarter ______

EVALUATION OF STUDENT TEACHING EXPERIENCE

Name of student teacher ______________________ **Grade or subject taught** ______

Name and address of school ______________________

Cooperating teacher ______________________ **College supervisor** ______

Honest judgment and critical analysis are important to the success of the teaching profession. You are asked to place a check (∨) in the column which best describes your reaction to the student teacher's qualities. This evaluation will be used as part of the student's placement credentials.

Evaluate the student teacher in terms of your level of confidence as to his future success as a teacher. Please check each area using the following scale of evaluation:

I would not recommend = completely inadequate in this area.
Considerable doubt = serious reservation as to teacher success in this area.
Some doubt = some weakness in this area.
No doubt = unqualified recommendation in this area.

PERSONAL QUALITIES	I WOULD NOT RECOMMEND	CONSIDERABLE DOUBT	SOME DOUBT	NO DOUBT
Personal appearance (dress, grooming, posture)				
Enthusiasm (alertness, animation, inspiration)				
Dependability (reliability, punctuality, conscientiousness)				
Teaching voice (pitch, volume, projection)				
Acceptance of criticism (reaction, implementation)				
Initiative (leadership, response to needs)				
Emotional control (poise, dignity, self-control)				
Use of English (diction, colloquialisms, grammar)				
Interest in school life (school functions, before and after school activities)				
Rapport with students (warmth, acceptance by students)				
Rapport with staff (acceptance by staff, respect, professional ethics)				

Please explain any areas which reveal weakness.

Please explain any areas which indicate strength.

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Page 2.

Name of student teacher____

PROFESSIONAL PREPARATION AND TEACHING COMPETENCIES	I WOULD NOT RECOMMEND	CONSIDERABLE DOUBT	SOME DOUBT	NO DOUBT
Ability to make lesson plans	_____	_____	_____	_____
Ability to execute lesson plans	_____	_____	_____	_____
Thoroughness in daily preparation	_____	_____	_____	_____
Skill in questioning	_____	_____	_____	_____
Ability to write legibly	_____	_____	_____	_____
Use of variety in techniques	_____	_____	_____	_____
Use of variety in teaching materials	_____	_____	_____	_____
Ability to evaluate students	_____	_____	_____	_____
Ability to control students (discipline)	_____	_____	_____	_____
Response to individual needs	_____	_____	_____	_____
Ability to motivate students	_____	_____	_____	_____
Knowledge of subject matter	_____	_____	_____	_____

Please indicate weak subject areas with a check.

_____ Arithmetic
_____ Art
_____ Handwriting
_____ Health and safety
_____ Language
_____ Music
_____ Physical education
_____ Reading
_____ Science
_____ Social Studies
_____ Spelling

Please explain any of the above areas which reveal weakness.

Please explain any areas which indicate strength.

Check the statement which best describes your overall evaluation of this student teacher.

_____ Definitely qualified to assume full teaching responsibility.

_____ Will make a good teacher, but has weaknesses as indicated.

_____ Have reservations about this teacher's success.

_____ I do not recommend as a teacher.

Date____________________ Signed________________________

INSTITUTE FOR THE ORIENTATION
OF
COOPERATING TEACHERS

A. Staff

1. How would you classify the materials and facilities available for your session of the Institute?

_____ Adequate

_____ Inadequate

Other_____________________________

Clarification or Comment:

2. The amount of time available for your session was judged by you as:

_____ Adequate

_____ Less than adequate

_____ More than adequate

Other_____________________________

Clarification or Comment:

3. Were the participants knowledgeable and familiar with your topic area prior to your sessions?

_____ Most were

_____ Half were

_____ A few were

_____ None

Clarification or Comment:

A. Staff

4. In your view were the sessions and topics of practical value for the participants?

____ Yes

____ No

Other ____

Clarification or Comment:

5. What suggestions would you make for the improvement of the institute? Please indicate below.

DATE ____

NAME ____

B. Participants

INSTITUTE FOR THE ORIENTATION
OF
COOPERATING TEACHERS

Personal Data Form - July 14, 1969

Check as many responses to each question as apply to your particular situation.

Name____________________________________

School District______________________

Present Grade Level:
Kindergarten ____
Primary ____
Upper Elementary ____
Secondary ____

Years of Teaching Experience Completed ______________________

Degree:
Bachelor's ____
Bachelor's plus ____
Master's ____
Master's plus ____

Certificate:
Provisional ____
Professional ____
Permanent ____

1. As you anticipate becoming a cooperating teacher, which of the following most accurately describes your feelings?

   Clarification or Comment:

____ Prepared
____ Limited Readiness
____ Inadequate
____ Eager
____ Neutral feelings
____ Apprehensive
Other______________________________

B. Participants

2. Check the appropriate response to the right of each of the following items to indicate your present knowledge.

a. Behavioral Objectives

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

b. Micro-teaching

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

c. Interaction Analysis

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

d. Role of the Cooperating Teacher

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

e. Simulation

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

f. Non-verbal Communication

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Inadequate
Other_____________________________

INSTITUTE FOR THE ORIENTATION
OF
COOPERATING TEACHERS

C. Participants

Institute Evaluation by Participants - July 18, 1969

Name_________________________________

Check as many responses to each question as apply.

Feel free to add any clarification or comment on the questionnaire in the space provided.

A. ORGANIZATION AND ADMINISTRATION OF THE INSTITUTE:

1. Length of Institute

Clarification or Comment:

_____ Too many days
_____ Too few days
_____ Just right in length
_____ Too much on one day
_____ Not enough on one day
_____ Length of day just right
Other_____________________________

2. Selection of topics for inclusion in the Institute

Clarification or Comment:

_____ Relevant
_____ Irrelevant
_____ Interesting
_____ Uninteresting
Other_____________________________

3. Information sent to you concerning the Institute

Clarification or Comment:

_____ Too much
_____ Sufficient
_____ Not enough
_____ Understandable
_____ Unclear
Other_____________________________

4. Packet of related materials

Clarification or Comment:

_____ Relevant
_____ Irrelevant
_____ Interesting
_____ Uninteresting
Other_____________________________

C. Participants

B. CONTENT OF THE INSTITUTE:

In thinking of the student teaching process, what do you believe to be your present knowledge of each of the following items?

Check as many responses to each question as apply.

1. Student Teaching: Past, Present, Future

Clarification or Comment:

____ Adequate
____ Limited
____ Insufficient coverage to be usable
____ Topic relevant
____ Topic irrelevant
Other ____________________

2. Supervisory Techniques

Clarification or Comment:

____ Adequate
____ Limited
____ Insufficient coverage
____ Topic relevant
____ Topic irrelevant
Other ____________________

3. Behavioral Objectives

Clarification or Comment:

____ Adequate
____ Limited
____ Insufficient coverage
____ Topic relevant
____ Topic irrelevant
Other ____________________

4. Group Dynamics

Clarification or Comment:

____ Adequate
____ Limited
____ Insufficient coverage
____ Topic relevant
____ Topic irrelevant
Other ____________________

C. Participants

5. Interaction Analysis

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Insufficient coverage
_____ Topic relevant
_____ Topic irrelevant
Other_____________________________

6. General Overview of Undergraduate Teacher Preparation

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Insufficient coverage
_____ Topic relevant
_____ Topic irrelevant
Other_____________________________

7. Evaluation

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Insufficient coverage
_____ Topic relevant
_____ Topic irrelevant
Other_____________________________

8. Role of the Cooperating Teacher

Clarification or Comment:

_____ Adequate
_____ Limited
_____ Insufficient coverage
_____ Topic relevant
_____ Topic irrelevant
Other_____________________________

C. Participants

Instructional Materials:

1. Filmstrip

Clarification or Comment:

_____ Relevant
_____ Irrelevant
_____ Interesting
_____ Uninteresting
Other_________________________

2. Video-tape

Clarification or Comment:

_____ Relevant
_____ Irrelevant
_____ Interesting
_____ Uninteresting
Other_________________________

3. Printed Materials

Clarification or Comment:

_____ Relevant
_____ Irrelevant
_____ Interesting
_____ Uninteresting
Other_________________________

C. Participants

C. PROFESSIONAL GROWTH:

1. Is this type institute conducive to a teacher's professional growth?

   Clarification or Comment:

   ____ Definitely
   ____ Somewhat helpful
   ____ Interesting - helpful
   ____ Uninteresting - helpful
   Other____________________

2. Do you believe this type institute to be a worthwhile in-service activity?

   Clarification or Comment:

   ____ Definitely
   ____ Perhaps
   ____ Not appropriate
   Other____________________

3. Compared to in-service activities you have participated in within your school district, was this institute

   Clarification or Comment:

   ____ More helpful
   ____ As helpful
   ____ Less helpful
   Other____________________

4. Think in terms of the total institute in comparison to other professional growth activities.

   a. Graduate School Classes

      Clarification or Comment:

      ____ Institute more valuable
      ____ Institute equally valuable
      ____ Institute less valuable
      Other____________________

   b. Professional Reading

      Clarification or Comment:

      ____ Institute more valuable
      ____ Institute equally valuable
      ____ Institute less valuable
      Other____________________

   c. Professional Meetings

      Clarification or Comment:

      ____ Institute more valuable
      ____ Institute equally valuable
      ____ Institute less valuable
      Other____________________

C. Participants

D. INDIVIDUAL REACTION:

1. As you anticipate becoming a cooperating teacher, which of the following most accurately describes your feelings?

   Clarification or Comment:

   _____ Prepared
   _____ Limited Readiness
   _____ Inadequate
   _____ Eager
   _____ Neutral feelings
   _____ Apprehensive
   Other_____________________________

2. Have you discovered any personal needs for professional growth through your work in the institute? If so, please comment below.

3. What suggestions would you make for the improvement of the institute? Please indicate below.

CLEVELAND COMMISSION ON HIGHER EDUCATION
STUDENT TEACHING PROJECT

D. Student Teacher Questionnaire

Please check as many categories as are appropriate in each case.

1. Were you required to state objectives in your lesson planning?

____ Never
____ Sometimes
____ Always

Clarification or Comment:

2. Were you evaluated in relation to the objectives stated?

____ Never
____ Sometimes
____ Always

Clarification or Comment:

3. Did you utilize any techniques that gave you feedback concerning your teaching performances?

____ Yes
____ No

Clarification or Comment:

If yes, identify the ones you used.

4. Did your cooperating teacher spend productive time with you on the general theme of teaching feedback?

____ Never
____ Sometimes
____ Always

Clarification or Comment:

5. Did your cooperating teacher work with you in developing behavioral objectives?

Clarification or Comment:

_____ Never
_____ Sometimes
_____ Always

6. Were you required to develop lesson objectives in behavioral terms?

Clarification or Comment:

_____ Never
_____ Sometimes
_____ Always

7. In your view is an emphasis on the use of behavioral objectives in teaching a practical, useful device?

Clarification or Comment:

_____ Yes
_____ No

8. The amount of productive time spent with the cooperating teacher on planning, counseling, evaluating lessons, etc. proved to be:

Clarification or Comment:

_____ Too much
_____ Adequate
_____ Insufficient

9. In regard to teaching style, the cooperating teacher:

Clarification or Comment:

_____ allowed me to experiment.
_____ suggested I experiment.
_____ expected me to copy his style.

10. In evaluation conferences, the cooperating teacher:

Clarification or Comment:

_____ communicated effectively.
_____ used the direct approach.
_____ used the indirect approach.
_____ was unable to communicate effectively.

11. Evaluate the use of each of the following in the student teaching experience.

a. Interaction Analysis

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

b. Videotape

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

c. Micro-teaching

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

d. Non-verbal Communication

Clarification or Comment:

____ Helpful
____ Limited helpfulness
____ Irrelevant
____ Not used
____ Term unknown

e. Use of Feedback

Clarification or Comment:

____ Helpful
____ Limited helpfulness
____ Irrelevant
____ Not used
____ Term unknown

12. If you were asked to evaluate your cooperating teacher, which of these descriptions would be appropriate?

Clarification or Comment:

____ Outstandingly effective
____ Effective
____ Average
____ Ineffective
____ Unable to communicate
____ Fair
____ Unfair
____ Permissive
____ Dogmatic
____ Democratic

13. If you were asked to evaluate your student teaching experience, which of these terms would you use?

Clarification or Comment:

____ Extremely valuable
____ Valuable
____ Moderately valuable
____ Unproductive
____ Waste of time
____ Harmful

Thank you for your time in completing this questionnaire.

CLEVELAND COMMISSION ON HIGHER EDUCATION
STUDENT TEACHING PROJECT

E. Cooperating Teacher Questionnaire

Please check as many categories as are appropriate in each case.

1. Did you require the student teacher to state objectives in his lesson plans?

_____ Never
_____ Sometimes
_____ Always

Clarification or Comment:

2. Did you require the student to evaluate his lesson in relation to the stated objectives?

_____ Never
_____ Sometimes
_____ Always

Clarification or Comment:

3. Did you have the student utilize any techniques which yielded information concerning feedback in teaching performance?

_____ Yes
_____ No

Clarification or Comment:

4. Did you work with the student to develop behavioral objectives?

_____ Never
_____ Sometimes
_____ Always

Clarification or Comment:

5. Did you require the student to develop lesson objectives in behavioral terms?

_____ Never
_____ Sometimes
_____ Always

Clarification or Comment:

6. The amount of time available for joint planning, counseling, evaluating lessons, etc. proved to be:

_____ Too much
_____ Adequate
_____ Insufficient

Clarification or Comment:

7. In regard to teaching style, did you:

_____ allow the student to experiment.
_____ suggest student experiment.
_____ expect student to copy your style.

Clarification or Comment:

8. In evaluation conferences, did you:

_____ communicate effectively.
_____ use the direct approach.
_____ use the indirect approach.
_____ found you were unable to communicate with this student.

Clarification or Comment:

9. Evaluate the use of each of the following in the student teaching experience.

a. Interaction Analysis

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

Clarification or Comment:

b. Videotape

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

c. Micro-teaching

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

d. Non-verbal communication

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

e. Use of Feeback

Clarification or Comment:

_____ Helpful
_____ Limited helpfulness
_____ Irrelevant
_____ Not used
_____ Term unknown

10. If you were asked to evaluate this student teacher which of these descriptions would you use?

Clarification or Comment:

_____ Outstanding
_____ Excellent
_____ Above Average
_____ Average
_____ Below Average

11. Judging from the student's reaction and performance in student teaching, would you describe the student teaching experience to have been:

Clarification or Comment:

_____ Extremely valuable
_____ Valuable
_____ Moderately valuable
_____ Unproductive
_____ Waste of time
_____ Harmful

Thank you for your time in completing this questionnaire.

CLEVELAND COMMISSION ON HIGHER EDUCATION
STUDENT TEACHING PROJECT

F. Supervisor's Report

Please check as many categories as are appropriate in each case.

1. In regard to teaching style, did the cooperating teacher appear to:

   Clarification or Comment:

_____ allow the student to experiment.

_____ suggest the student experiment.

_____ expect the student to copy his style.

2. In evaluation conferences with the student teacher, did the cooperating teacher appear to:

   Clarification or Comment:

_____ communicate effectively.

_____ use the direct approach.

_____ use the indirect approach.

_____ be unable to communicate.

3. If you were asked to evaluate this student teacher, which of these descriptions would you use?

   Clarification or Comment:

_____ Outstanding

_____ Excellent

_____ Above Average

_____ Average

_____ Below Average

4. Judging from the student's reaction and performance in student teaching, would you describe the student teaching experience to have been:

   Clarification or Comment:

_____ Extremely valuable

_____ Valuable

_____ Moderately valuable

_____ Unproductive

_____ Waste of time

_____ Harmful

5. If you were asked to evaluate the cooperating teacher, which of the following items would be appropriate?

Clarification or Comment:

____ Outstandingly effective
____ Effective
____ Average
____ Ineffective
____ Unable to communicate
____ Fair
____ Unfair
____ Permissive
____ Dogmatic
____ Democratic

Thank you for your time in completing this questionnaire.

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APPENDIX H

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A Quantitative and Qualitative Evaluation of the Distribution and Use Made of STIP Audio-Visual Materials During the 1969-1970 School Year

Francis T. Huck, ED.D.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

JULY, 1970

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Appreciation is expressed to the Directors of Student Teaching of the area colleges and to the administrators of the local school systems for their cooperation in providing information; Dr. Alan R. Stephenson, Director of Educational Services, WVIZ-TV; to Mr. Charles H. Hunger, Associate Director, Audio-Visual Center, Kent State University; and to Dr. Isabel Pfeiffer, professor at Akron University, for assistance in this study. Mrs. Barbara Krane of the Cleveland Commission on Higher Education provided clerical and typing assistance.

INTRODUCTION

In order to develop audio-visually the ideas presented in "TOWARD IMPROVED STUDENT TEACHING" (the handbook on student teaching published by the Cleveland Commission on Higher Education, the Greater Cleveland Student Teaching Improvement Project has developed a filmstrip, "MASTER TEACHER AT WORK" and a movie, "WITH THE GRAIN." The filmstrip is 18 minutes and is accompanied by sound tapes designed for use in orientation and in-service training of cooperating teachers and student teachers. The movie is a 30 minute, color, 16 mm motion picture, with discussion guide, designed for use in the orientation of cooperating teachers. Both aids have been found useful for a variety of purposes, including work with student teachers, parents, and college supervisors.

Since the film and filmstrip have been available for over a year, it is logical that a follow-up study should be made to determine how effectively these materials have been used.

The existence and content of the materials received broad dissemination through several sources. Joint meetings and workshops publicized the film and filmstrip to local school systems and colleges. Presentations by Dr. Donald B. Swegan and Dr. John A. Morford at the Ohio Association for Student Teaching, the Illinois Association for Teacher Education in Private Colleges, the Academic Consortia Seminar, the Cuyahoga County Elementary Principals Association, and the American Association for Student Teaching in Chicago gave the materials state and national publicity. The usual brochures and pamphlets describing the materials were sent to audio-visual material sources throughout the United States. Channel 25 (WVIZ-TV) in Cleveland twice presented programs on the film and filmstrip, with panel discussions following the audio-visual presentations.

It was the purpose of this study to analyze the "WHO," "HOW," "WHY," and "WHERE" questions concerning usage as well as criticize the effectiveness of use and gather suggestions for future ideas and improvements.

The investigations occured in three phases:

1. Before school started in the fall of 1969, the film and filmstrip had been distributed to each of the participating colleges and universities of the Cleveland Commission on Higher Education; that is, to Baldwin-Wallace College, Cleveland State University, John Carroll University, Notre Dame College, Saint John College of Cleveland, and Ursuline College. Therefore, a structured interview was arranged with the appropriate person at each of these institutions. It was also learned that these aids had been loaned to, or shown at, other colleges and by boards of education in the area and a number of these people were interviewed.

2. Since the educational television station WVIZ-TV had been selected as the distribution center for the previewing and sale of the filmstrip and film, Dr. Alan R. Stephenson, Di-

rector of Educational Services, was interviewed and the preview and purchase lists for both of the aids were obtained. A letter was sent to each purchaser of the film and filmstrip, with a questionnaire and self-addressed envelope. Those who previewed the film but did not purchase it were not contacted.

3. The Audio-Visual Services of Kent State University had been selected as the center for rental of the film and filmstrip. Mr. Charles H. Hunger, Associate Director, was contacted and a list of names and addresses of "WITH THE GRAIN" users was obtained. A letter was sent to each name on the list, with a questionnaire and a self-addressed envelope.

PHASE I

Since the participating colleges in the Cleveland Commission on Higher Education had received copies of both the film and filmstrip, the research started with these schools. However, it was learned that both public school systems and other universities working in this area (such as Bowling Green State University and Case Western Reserve University) borrowed copies, therefore these people were also included in the study.

Research on the Usage of the Film and Filmstrip by Area Colleges

In all, representatives from ten different colleges in the area were interviewed. Eight of these institutions had used the materials, two had not. Although a structured interview was planned and the same general framework of questions was used for each interview, the answers did not lend themselves to easy categorization --- the usage was varied, the observations were not uniform and the results were not easy to summarize. The one universal was the agreement by all that the film is useful, helpful and effective --- or, as one person expressed it, "a tremendous project." Even the two who had not used the film agreed with the above statement, one had not used the film because of the nature of their situation this year, the other because arrangements had been made by the school system to show the film to most of their student and cooperating teachers.

The Filmstrip, "Master Teacher At Work" - The various usages of the filmstrip by the colleges were: to cooperating teachers and student teachers by most of the colleges, to in-service sessions for teachers in public schools, to one education department faculty, and to one administrators meeting. The number of showings ranged from one to fifteen in various categories and the size of the audience from six to seventy. The overall reaction to the filmstrip was good, with no strong negative reaction. The consesus of opinion was that the filmstrip could be used most effectively for orientation to the student teachers before the beginning of student teaching. Most agreed that adequate follow-up discussion was important. One person suggested that in-service training for the leaders of the discussion should be given each year. One unique comment was that the taped commentary was the most important part, in fact, the tape had been used without the filmstrip in a presentation and it was effective. Criticisms given were that the combination of tape and filmstrip was difficult to coordinate, the filmstrip was too elementary, and it was oriented to secondary schools. All schools were in agreement that future use of the filmstrip was planned.

The Film, "With The Grain" - Various usages of the film were: to cooperating teachers and student teachers by most of the colleges, in-service work, at workshops, to university classes, to education department faculty, and to education majors in their junior year. The overall reaction to the film was good, with the only strong criticism being directed at the quality of the sound. The majority agreed that the film could be most effectively used with cooperating teachers sometime after the start of the student teaching experience. Several felt that all cooperating teachers should be brought to the campus for tea or a light buffet, followed by the showing of the film and allowing adequate time for discussion, perhaps with summarization in a large group, then going into small discussion groups. One observation of several student teacher directors was that the comments given by cooperating teachers was an excellent way of judging cooperating teachers attitudes toward student teachers. Others suggested that the film should be used in in-service training and that with the advent of teacher training centers the film would be an excellent vehicle for orientation. Very little comment was made concerning the use of the Discussion Guide. Some comments were made that the discussion guide had been looked at but no statements concerning its effectiveness were given.

Under suggestions for future implementation of audio-visual materials there were ideas for future video tapes of actual classroom situations, something that could be constantly changed and updated, showing good and bad teaching in the classroom. It was also suggested by several people that this film could be redone --- with improvement of the sound tracks and some other ideas incorporated into the film. The elementary people felt neglected, they wished someone would do something directly toward elementary problems.

Research on Usage of the Film and Filmstrip by Area School Systems

Several school administrators in the Greater Cleveland area became aware of the existence of the film and filmstrip and arranged to have them shown to some of their staff. Eight different administrative officials were contacted to get their reaction from the use of the film. In each case the overall response was favorable. Such remarks as excellent vehicle for discussion, excellent for entire faculty, great for new teachers as well as cooperating teachers, had quite a bit to offer for all teachers, etc. were recorded in the interviews. The least enthusiastic response from an audience came from one school administrator who had shown it to sixty student teachers from five different schools. Most of the student teachers felt it was helpful in identifying their problems. but some had already seen the film and felt it was redundant to see it again.

The film was obtained by three different methods: (1) rented from Kent State University, (2) borrowed from area colleges and, (3) by inviting a faculty member from an area college to show the film and lead the discussion. A summary of the different types of presentations and comments is as follows:

1. Used in teacher orientation meetings before the beginning of school. Shown twice, once to sixty teachers, once to thirty. This included administrators as well as teachers. Reaction was that this was an excellent vehicle for discussion of many facets of teacher's activities, not solely student teacher relationships.

2. Shown to all new teachers in the system as well as cooperating teachers. Comment was that this film was more beneficial to cooperating teachers but that it did benefit the beginning teachers by alerting them to some of

the problems they would find in the classroom. A suggestion fot the future was to develop a film portraying beginning teachers and giving suggestions on how to handle the problems of a beginning teacher. This suggestion also came from other administrators.

3. Shown to twenty faculty members of a private school, followed by informal discussion. The reaction here was very good, that the film had a lot to offer to all teachers and it was especially good in allaying fears and apprehension about having student teachers. The remark was made that certainly the film must be seen more than once to get all of the ideas. Would like to see films directed toward beginning teachers, also experienced teachers, and especially on new ideas in teaching.

4. Both film and filmstrip shown at Saturday morning in-service training meetings for staff members, also to all student teachers in the system. Very good for orientation of student teachers and supervisors. General comment was that it identified problems and opened discussion.

5. Two systems, at least, invited a faculty member of an area college to show the film to voluntary joint meetings of the staff members from several different schools, both elementary and secondary. Although the film is directed toward secondary level the response was enthusiastic and an expression of the idea for the future is planned. Comments were that several teachers who had not seen the film expressed a desire to do so and one principal said that whether it was coincidence or not his school had a much more successful experience with student teachers in the last quarter after the film had been shown than they had ever had before.

Comments from Dr. Isabel Pfeiffer's Class at Akron University

A special case that merited analysis was the reaction to the film by Dr. Isabel Pfeiffer's graduate classes at Akron University. The composition of the classes was two-fifths administrators or supervisors, three-fifths classroom teachers. Although these students were not informed in advance that they were to write a paragraph expressing critical judgment of the film, it seems that their perceptions of the film were more acute then those given by student teachers or cooperating teachers in discussions following the showing of the film. (See Appendix A for comments and reactions by graduate students). Excerpts of the ideas expressed by these graduate students are as follows:

> The strongest points of the film were that the situations were real and the actions were convincing. The situations involving Lorraine and Mr. Corcoran were not as well developed as the others. An awareness of one's self can be brought out by observing the different situations taking place. The film can be used as an effective learning method to those concerned. The

critic teacher was always present and there was too much supervision. The indirect approach was inadequate at times. The film failed to show enough inter-relations of students to student teachers. The sound was of questionable quality in places. It could be used for any supervising group. Good situations, well casted, good photography, and good use of indirect counseling. The film was excellent and should also be shown to student teachers. We had an excellent introduction that made the film easier to understand. The message of trying to build on each individuals strengths is important. Some of the situations appear artificial. The film clearly indicates that each teacher has his own picture of teaching and his own design to be brought to the surface. I didn't agree with everything that took place in the film. It could help a lot of teachers who make the same mistakes the students do. It was not realistic for an inner-city situation. The situations were thought provoking. It was impact-filled and a professional performance throughout. There was not enough treatment for any one person. I like the professional way in which the art teacher handled her colleagues. It is helpful as a review and self analysis of teaching techniques. It was up-to-date. Definitely a worthwhile learning experience. I would benefit from a replay. Excellent, made me as a supervisor examine myself and thereby induce some positive changes in my manner of supervision.

PHASE II

Educational television station WVIZ was designated as the distribution source for the preview and sale of copies of the film and filmstrip. Dr. Alan R. Stephenson, Director of Educational Services, stated that the demand for previewing both aids was very heavy. The requests came from all over the country, with a number in the south and western parts of the United States. The copies were sent out from the station as soon as possible each time they were returned but in a number of cases the previewers were lax in returning the copies. The filmstrip was previewed fourteen times, the film was previewed eighteen times. (See Appendix B for list of previewers). In most cases the previewers asked to preview the film and the filmstrip at the same time. Five copies of the film were purchased, four of the purchasers had not previewed the film through WVIZ and one had. Forty-one copies of the filmstrip tape were purchased, thirty-six had not previewed and five had. (See Appendix C for list of purchasers). Certainly both film and filmstrip could have been previewed through other sources.

Questionnaires were sent to the five colleges that purchased the film and two responses were received, including one from Canada. In one case it was shown once to three directors of elementary and secondary practice. The comment was that it would be an excellent full-length film but in this film there was not enough time to develop a real feeling about protaganist's dilemna. It was also stated that the idea presented was fine but not worth the cost of the film. The second indirectly responded that the film had been used during a two-and-a-half day conference on supervision in student teaching, with approximately one hundred supervising teachers viewing the film. The reaction to the film was that it was an excellent film, artistic but still practical, with no "bad points", a wonderful non-directive approach was emphasized and this alone can allow for "spin-off" discussion centered upon the self evaluation aspect of the supervisory process. Their future plans are to involve teachers in in-service at various teaching centers in discussion, philosophical basically, about this film.

Questionnaires were sent to the forty-one purchasers of the filmstrip, "MASTER TEACHER AT WORK" and twenty-one responses were received. The filmstrip was used either once or twice, shown to groups in size from one to forty, with an average of eighteen. One response disclaimed ownership, two had ordered but not received, one had not used, and five stated they had ordered for use next year. Thirteen responses were in the very favorable category, with such remarks as excellent, interested and impressed, very positive, very useful, etc. The film had been used in a variety of ways, from being shown to small groups of directors and administrators, to large groups in orientation meetings and workshops. It was shown in methods courses, in student teacher seminars, to student teachers and cooperating teachers, to all teachers in a group. Minor criticisms were that filmstrip and tape were not coordinated properly, couldn't get it when ordered or scheduled, could emphasize more the responsibilities of college and public schools in educating the cooperating teachers, liked the tape better than the filmstrip, belabored the obvious, and didn't like as well as "WITH THE GRAIN." All in all a very favorable response, with most indicating plans for increased use next year.

PHASE III

Mr. Charles H. Hunger, Associate Director of Audio-Visual Services at Kent State University furnished the information on rentals of the film. Mr. Hunger stated, "as you can imagine, we have been swamped with requests for this film and have been able to supply only a portion of the requests." Six copies were available, two of the original prints were lost or destroyed and at least fifty requests have been refused because of the material not being available. Ordinarily film rentals are restricted to areas within a reasonable distance but because of the tremendous demand requests were honored in any part of the United States.

Of the sixty-six rentals, five were in local area school systems and their responses were included in Phase I. (See Appendix D for list of rentals). Questionnaires were sent to the other sixty-one and responses were received from forty sources. (See Appendix E for letter and questionnaire). A summary of the responses showed that the film had been used in a variety of situations: to student teachers, cooperating teachers, college supervisors, junior and senior education classes, total public school faculty, in-service meetings, workshops and college classes. It was usually shown once, but multiple showings as high as eight were given. The groups ranged in size from one to one hundred-forty, with an average of thirty. Of the thirty-six responses, twenty-two rated the film favorably, two were neutral or not enthusiastic, four rated it unfavorable and seven reported that no information was available.

Included in the favorable reactions were such remarks as very favorable, well done, informally positive reaction, recommended for purchase, great message, excellent idea, and well received. Included in the unfavorable category were: not appropriate, questions its value, frightened beginning student teachers about discipline problems, response was not enthusiastic, and not good enough to use with cooperating teachers.

Under strengths there were listed: technical aspects were good, typical classroom situations, dramatize concepts cooperating teachers need help on, portrays our own program and stimulated discussion.

Under weaknesses the poor audio-visual reproduction was mentioned five times, other remarks were: disjointed, superficial treatment of case studies, appearance and wearing apparel of teachers, film vibrated, copy was badly worn, too long, and disliked the modernistic filming.

Under comments were many expressed intentions of use for next year, suggestions for more audio-visual materials to be developed such as question and discussion techniques, video tapes of actual classroom situations, films of black students engaged in student teaching; the comment that the film was often thought of when visiting classrooms, wonderful vocal point for in-service days, really fills a need --- the first of its kind, fills needed gap, mentioned in final evaluation as high point of the course, please have more copies available, have seen nothing better, and it was obvious that real time and effort went into its production.

One response that merits mention came from Mr. Daniel J. Hendershott, Director of Educational Programs, Penn-Harris-Madison School Corporation, Mishawaka, Indiana. Mr. Hendershott wrote that they had found the film extremely helpful in conducting an in-service day for elementary-middle high school teachers in the system and sent along a copy of the complete proceedings that followed the showing of the film. (See Appendix F). Many important points were included in the group discussions following the movie; included were such comments as the cooperating teacher-student teacher relationship is not static, but changes as the experience progresses, self evaluation is important, each student teacher must develop his own style, the cooperating teacher needs to give him flexibility to do this --- he must do his own caring to make his own face.

SUMMARY

From all three phases of the research, a very favorable reception of the film and filmstrip has been reported, with the criticism being mainly of a constructive nature. The only really negative responses were concerning the sound track of the film and the availability of copies when needed. Many and varied usages for the film were found ranging from methods classes at the undergraduate level, to in-service days, workshops, to university supervision classes as well as the more conventional presentations to cooperating teachers and student teachers. In every case something appropriate to the situation could be found, if nothing else the message that self evaluation and introspection is appropriate for everyone. The receptive mood to the effort of the Cleveland Commission on Higher Education can best be summed up in a comment that appeared on more than one response "keep up the good effort -- more materials of this kind are urgently needed."

APPENDIX A

Comments by Graduate Students in Supervision on the Film "WITH THE GRAIN"

"Excellent, made me as a supervisor begin to examine myself and thereby induce some positive changes in my manner of supervision."

"A good film --- useful to group."

"Very good."

"Good."

"Excellent."

"Somehow I cannot recall the situation."

"Very stimulating."

"Continue to use, but again this class could use 30 more minutes a class, but where to find the time I don't know."

"Quite good."

"I still do not have an answer to this film. That is why education is still a challenge."

"Some of the people looked too "hippie" and took too long to get to the point."

"Informative."

"Excellent --- a lot of meaning --- should be used in many areas of education."

"O.K. --- too confusing --- the single incident films were better."

"Good insights in the action and reaction between student teacher and the classroom teacher."

"Tremendous --- pointed up very basic truths for teachers and supervisors."

"Good for class discussion."

APPENDIX B

List of Previewers for the Film and Filmstrip from WVIZ - TV

"WITH THE GRAIN"

Atlantic Union College
  South Lancaster, Massachusetts
Eastern Illinois University
  Charleston, Illinois
Frostburg State College
  Frostburg, Maryland
Indiana University
  Bloomington, Indiana
Lock Haven State College
  Lock Haven, Pennsylvania
North Texas State University
  Denton, Texas
Northeast Missouri State Teachers College
  Kirksville, Missouri
Pennsylvania State University
  University Park, Pennsylvania
Southern Utah State College
  Cedar City, Utah
State University College at Brockport
  Brockport, New York
Syracuse University
  Syracuse, New York
University of Alaska
  College, Alaska
University of Texas at Austin
  Austin, Texas
University of Toledo
  Toledo, Ohio
University of Vermont
  Burlington, Vermont
University of Wisconsin
  Madison, Wisconsin
University of Wyoming
  Laramie, Wyoming
Western Michigan University
  Kalamazoo, Michigan

"MASTER TEACHER AT WORK"

Eastern Illinois University
  Charleston, Illinois
Frostburg State College
  Frostburg, Maryland
Indiana University
  Bloomington, Indiana
Lock Haven State College
  Lock Haven, Pennsylvania

APPENDIX B (Continued)

"MASTER TEACHER AT WORK"

North Texas State University
  Denton, Texas
Northeast Missouri State Teachers College
  Kirksville, Missouri
Pennsylvania State University
  University Park, Pennsylvania
Southern Utah State College
  Cedar City, Utah
State University College at Brockport
  Brockport, New York
Syracuse University
  Syracuse, New York
Tennessee Technological University
  Cookeville, Tennessee
University of Texas at Austin
  Austin, Texas
University of Wyoming
  Laramie, Wyoming
Western Michigan University
  Kalamazoo, Michigan

APPENDIX C

List of Purchasers for the Film and Filmstrip from WVIZ - TV

"WITH THE GRAIN"

Brandon University
  Manitoba, Canada
East Central State College.
  Ada, Oklahoma
Frostburg State College
  Frostburg, Maryland
Marymount College
  Tarrytown, New York
University of Hawaii
  Honolulu, Hawaii

"MASTER TEACHER AT WORK"

Arizona State University
  Tempe, Arizona
Austin Peay State University
  Clarksville, Tennessee
Berea City School District
  Berea, Ohio
Brandon University
  Manitoba, Canada
Brigham Young University (2)
  Provo, Utah
Capital University
  Columbus, Ohio
Catholic University of Puerto Rico
  Ponce, Puerto Rico
Central Michigan University
  Mount Pleasant, Michigan
Concordia College
  Moorhead, Minnesota
Defiance College
  Defiance, Ohio
East Central State College
  Ada, Oklahoma
Eastern Mennonite College
  Harrisonburg, Virginia
Edgewood College
  Madison, Wisconsin
Eureka College
  Eureka, Illinois
Frostburg State College
  Frostburg, Maryland
Georgia Southern College
  Statesboro, Georgia
Hope College
  Holland, Michigan

APPENDIX C (Continued)

"MASTER TEACHER AT WORK"

Indiana State University
  Terre Haute, Indiana
Kanawha County Board of Education
  Kanawha County, West Virginia
Kent State University
  Kent, Ohio
M. J. Kratochival
  Rice Lake, Wisconsin
LaSalle College
  Philadelphia, Pennsylvania
Marymount College
  Tarrytown, New York
Marywood College
  Scranton, Pennsylvania
Miami University
  Oxford, Ohio
Ohio State University
  Columbus, Ohio
Schmercher Middle School
  Mishawaka, Indiana
Southern Utah State College
  Cedar City, Utah
State University College at Brockport
  Brockport, New York
State University of New York at Buffalo
  Buffalo, New York
Stout State College
  Menomonie, Wisconsin
University of Hawaii
  Honolulu, Hawaii
University of Lethbridge
  Lethbridge, Canada
University of Maryland
  College Park, Maryland
University of Minnesota (2)
  Minneapolis, Minnesota
University of Vermont
  Burlington, Vermont
Utah State Board of Education
  Salt Lake City, Utah
Utah State University of Agriculture and Applied Science
  Logan Utah
Utica High School
  Utica, Michigan
Western Michigan University
  Kalamazoo, Michigan
Winthrop College
  Rock Hill, South Carolina

APPENDIX D

List of Rentals for the Film and Filmstrip from the Audio-Visual Center at Kent State University

Augusta College
  Sioux Falls, South Dakota
Austin Peay State College
  Clarksville, Tennessee
Barat College
  Lake Forest, Illinois
Bay Road Elementary School
  Bay Village, Ohio
Benedict College
  Columbia, South Carolina
California State College
  Dominguez Hills, California
Capital University
  Columbus, Ohio
Cedarville College
  Cedarville, Ohio
The Citadel, Military College of South Carolina
  Charleston, South Carolina
Colby College
  Waterville, Maine
College of Saint Francis
  Joliet, Illinois
Commonwealth of Pennsylvania, Bloomsburg State College
  Bloomsburg, Pennsylvania
David Lipscomb College
  Nashville, Tennessee
Defiance College
  Defiance, Ohio
East Central State College
  Ada, Oklahoma
East Educational Complex
  Lincoln, Nebraska
Eastern Kentucky State College
  Richmond, Kentucky
Eastern Oregon College
  La Grande, Oregon
Edgecliff College
  Cincinnati, Ohio
Edgewood College of the Sacred Heart
  Madison, Wisconsin
Euclid Central Junior High School
  Euclid, Ohio
Farmington State College
  Farmington, Maine
Florida State University
  Tallahassee, Florida
Gannon College
  Erie, Pennsylvania
Hofstro University
  Hempstead, New York

APPENDIX D (Continued)

Indiana State University
  Terre Haute, Indiana
Instructional Materials Center
  Cincinnati, Ohio
Kansas State College of Pittsburg
  Pittsburg, Kansas
Kutztown State College
  Kutztown, Pennsylvania
Lakewood High School
  Lakewood, Ohio
Louisiana Polytechnic Institute
  Ruston, Louisiana
Madonna College
  Livonia, Michigan
Malone College
  Canton, Ohio
Mansfield State College
  Mansfield, Pennsylvania
Marywood College
  Scranton, Pennsylvania
Messiah Luthern School
  Fairview Park, Ohio
Northern Illinois University
  Dekalb, Illinois
Northwestern College of the Reformed, church in America
  Orange City, Iowa
Notre Dame College
  St. Louis, Missouri
Ohio State University
  Columbus, Ohio
Queens College
  Charlotte, North Carolina
Quincy College
  Quincy, Illinois
Penn-Harris-Madison School Corporation
  Mishawaka, Indiana
Saint Bonadventure University
  St. Bonadventure, New York
Saint cloud State College
  St. Cloud, Minnesota
Mrs. Bonnie Schulwitz
  Saginaw, Michigan
Siena Heights College
  Adrian, Michigan
Southampton College, Long Island University
  Southampton, Long Island, New York
Southern Illinois University
  Carbondale, Illinois
State College at Westfield
  Westfield, Massachusetts
State University of New York, College of Cortland
  Cortland, New York
University of Georgia
  Athens, Georgia

APPENDIX D (Continued)

University of Hawaii
  Honolulu, Hawaii
University of Kentucky
  Lexington, Kentucky
University of Michigan
  Ann Arbor, Michigan
University of Wisconsin at Milwaukee
  Milwaukee, Wisconsin
University of Minnesota
  Minneapolis, Minnesota
University of Missouri (2)
  Columbia, Missouri
University of Tennessee at Chattanooga
  Chattanooga, Tennessee
Villa Angela Academy
  Cleveland, Ohio
Western Illinois University
  Rock Island, Illinois
Wheeling College
  Wheeling, West Virginia
Dr. C. K. Wilcox
  Springfield, Illinois
William Penn College
  Oskaloosa, Iowa
Wisconsin State University
  Oshkosh, Wisconsin

APPENDIX E-1

Letter Used to Evaluate the Film, "WITH THE GRAIN"

May 30, 1970

Chairman
Department of Education

Dear Sir:

As part of the coordinated effort to improve student teaching, the Cleveland Commission on Higher Education is very much interested in having your evaluation of the film, "WITH THE GRAIN" which you rented through the Audio-Visual Center of Kent State University.

On the enclosed page we would appreciate knowing how is was used; that is, how many times, to what types of groups, how many in the groups, etc.; what was the reaction, what were its strenghts and weaknesses, and any other comments that you might have.

Sincerely,

F. T. Huck

FTH:rm
Enclosure

APPENDIX E-2

Letter Used to Evaluate the Filmstrip, "MASTER TEACHER AT WORK"

May 30, 1970

Chairman
Department of Education

Dear Sir:

As part of the coordinated effort to improve student teaching, the Cleveland Commission on Higher Education is very much interested in having your evaluation of the filmstrip, "MASTER TEACHER AT WORK."

On the enclosed page we would appreciate knowing how it was used; that is, how many times, to what types of groups, how many in the groups, etc.; what was the reaction, what were its strengths and weaknesses, and any other comments that you might have.

Sincerely,

F. T. Huck

FTH:rm
Enclosure

APPENDIX E-3

Questionnaire Used to Evaluate the Film and Filmstrip

Comments

HOW USED?

How many times

To what type of group(s)

How many in group(s)

REACTION:

Presenter

Group

EVALUATION:

Strengths

Weaknesses

OTHER SUGGESTIONS OR COMMENTS:

APPENDIX F-1

Comments from Penn Harris Madison School Corporation

ELEMENTARY DISCUSSION GROUP NO. 1

May 4, 1970

Chairman: Mrs. Madonna Dahlin

Members: Mrs. Jean Anderson, Discussion Leader
Mrs. Carmen Bateman
Mr. Edwin Bateman
Mr. William Graves
Mr. Ray Handley
Mr. Ronald Hostetler
Mrs. Diana Praklet
Mrs. Jo Ann Saunders
Mrs. Lou Ann Shotts
Mrs. Eleanor Shoup, Recorder
Mr. Larry Stamm
Mrs. Susan Stamm

The group agreed that there is more carry-over into teaching if the student is asked to do more self-evaluation during the practice teaching experience. The student teacher needs to learn to work his way out of his own problems. Colleges are doing a better job of training students to look for their own weaknesses. This should be one of the objectives of all colleges.

Should everyone in student teaching expect to pass? Would we be doing the student or children a favor by passing someone who is not suited for the job? A strong college student does not mean he is well suited for a teaching position. Who should assume the responsibility of telling him that he is failing? The responsibility should be three fold; the person in charge of the teachers, the critic teacher, and the college. The written part of the student's evaluation should be important.

How do critic teachers know their responsibility? Most colleges put out handbooks, but there seems to be a lack of materials available and more in-service training is needed to do a better job.

We should allow the students to go ahead and use the new innovations they have learned in college.

/sk

APPENDIX F-2

Comments from Penn Harris Madison School Corporation

ELEMENTARY DISCUSSION GROUP NO. 2
May 4, 1970

Chairman: Mrs. Madonna Dahlin

Members: Mrs. Hazel Austin
Mrs. Lucille Coleman
Miss Elizabeth Cripe
Mrs. Ida Donoho
Mrs. Katherine Eggermont, Recorder
Miss Pauline Getz
Mrs. Ruth Haag
Mrs. Pat Johnson
Mrs. Miriam Long, Discussion Leader
Mrs. Bonieta Myers
Mrs. Marie Stewart
Mrs. Virginia Yoder
Miss Barbara Layman, Student Teacher

The points brought out in our group discussion following the movie, "WITH THE GRAIN", at the May 4th In-Service Meeting were as follows:

The cooperating teacher needs to familiarize the student teacher with the students and their problems before the experience begins. Further observation and analyzing of some of the problems should continue throughout the experience, becoming a responsibility of the student teacher with the guidance of the cooperating teacher.

The student teacher should have some responsibility the first day rather than sit by in inactive observation. The responsibility itself would depend on the student's willingness and on the amount of previous experience the student may or may not have had.

Lesson plans, at first very detailed, would add to the student's feeling of security. Such plans might include questions to be asked, and even anticipated answers as well as the expected page numbers and activities. With such plans the cooperating teacher could foresee trouble and help the student teacher find weak spots. Alternate plans in case of difficulty could be planned. Suggestions to increase the success of the specific lesson might be offered by the cooperating teacher or arrived at by the student. The cooperating teacher's duty should include checking on the sound connection between plans and the overall objectives as well as the daily objectives. Knowledge as an objective is in question.

The cooperating teacher-student teacher relationship is not static but changes

ELEMENTARY DISCUSSION GROUP NO. 2 (Continued)

as the experience progresses. This change allows for the "coming out" of the student through increased understanding and freedom concerning the responsibilities of the teaching task.

Each cooperating teacher is reminded that there is a grade to be given and it is important to the student teacher. How can teaching for a grade be played down? Self-evaluations do seem to promote growth, while the same from "outside" may inhibit growth. In discussing the matter with the student teacher avoid the "university requires..." preface to statements. Tact, consideration on the part of the cooperating teacher is most important. The cooperating teacher must know when to ask and when to suggest, when to talk and when to be still and listen. Since we wish to be free to be ourselves, we must respect and help the student teacher in finding himself and his own style of teaching.

/sk

APPENDIX F-3

Comments from Penn Harris Madison School Corporation

MIDDLE SCHOOL DISCUSSION GROUP
May 4, 1970

Chairman: Mrs. Carole Wolfe

Members:
Mr. Chuck Barnes
Mr. Paul Brenneman
Mrs. Norma Courtney
Mr. Dale Gaither
Mrs. Dorothy Heminger, Discussion Leader
Mr. William Obenour
Mrs. Jacquelyn Reilly
Mr. Mark Smith
Mrs. Marilyn Wooden, Discussion Leader
Miss Anne Gulyanics, Student Teacher
Mr. David Sizemore, Student Teacher

QUESTION: How does the title of the film relate to the developing of a teaching style?

ANSWER: Each student teacher must develop his own style; to make all student teachers exactly alike is a mistake. They need to look for their own style, for critic teachers need to give them flexibility to do this.

The student teacher is following the model of the critic; this supervisor is helping him to mold his teaching philosopy. However, the critic is only a guide to bring out the good of the student teacher.

The critic must let the student teacher do his own carving to make his own face; he discovers himself by himself.

QUESTION: What freedom should the student teacher have?

ANSWER: He should make his own plans and discuss them with his critic. Also, he should have freedom in discipline, experimental activities, and be free to speak out.

QUESTION: Is there a time that freedom is inappropriate for the student teacher?

ANSWER: No, if the student teacher stays within the policies and philosophy of the school.

QUESTION: What is the role of the critic?

ANSWER: He sets up lesson plan procedures and classroom evaluation. The critic evaluates partially in the classroom and some in releasing

MIDDLE SCHOOL DISCUSSION GROUP (Continued)

the the student teacher completely, not leaning against the blackboard as shown in the film.

QUESTION:	Can the critic teacher be detrimental to the student teacher?
ANSWER:	Yes, if the critic teacher is always present looking for mistakes. The student teacher will have more success if he is alone.

GENERAL COMMENTS ABOUT THE FILM:

The film did not emphasize the informal evaluation. Not all evaluations should be as formal in the classroom. Some should take place in the teachers' lounge between classes or other convenient times.

I'd like to see the film again.

I didn't like the part of the film that emphasizes the student teachers' making so many mistakes.

/sk

APPENDIX F-4

Comments from Penn Harris Madison School Corporation

HIGH SCHOOL DISCUSSION GROUP
May 4, 1970

Chairman: Mrs. Claralu Blake

Members: Mr. Marquis Anderson
Mr. Roy Bolen
Mr. James Cierzniak, Discussion Leader
Mrs. Peggy Cowen
Mr. David Geyer
Mr. Harvey Hurst
Mrs. Irene Jones
Mrs. Eleanor Lord, Recorder
Mr. James Miller
Mr. William Ribblett
Mr. Donald Sloan
Mr. David Smith
Mrs. Margaret Smith
Mr. Robert Ward

James Cierzniak, discussion leader, started the discussion by suggesting that the group center their comments around general questions about the film.

Techniques the supervising teachers used, which were constructive in working with their student teachers, were discussed. The supervising teachers in the film used an indirect technique which allowed the student teachers to discover their own weaknesses. The group stated that they liked this method because it teaches the student teacher to objectively self-evaluate, and this practice would carry over into his teaching career. The group also commented that, if a student teacher isn't highly motivated, a more direct method of guidance may be necessary. The teacher has a responsibility to the students in the class and shouldn't allow the student teacher to continually make the same mistakes.

When asked what responsibilities the supervising teachers have in helping with the development of lesson plans, the group commented that supervising teachers should give guidance. They should let the student teachers know of the resources which are available. The teacher needs to give advice when asked and review lesson plans and tests before they are used. The group emphasized that student teachers should not necessarily pattern their teaching after the supervising teacher. They should be encouraged to try their own ideas. It was considered helpful for the student teacher to observe a variety of teachers in the school.

Recommendations for the colleges were discussed. Visitation days were con-

HIGH SCHOOL DISCUSSION GROUP (Continued)

sidered necessary to help the student teachers in planning for the units and students they will be teaching. The lack of opportunity for visitation when a student teacher begins in September was recognized as a problem. A teacher, who had this situation last fall, said that she handled it by contacting the student teacher during the late summer. The student teacher was given information concerning the units she would be planning and was encouraged to attend the orientation days at the beginning of school. It also was suggested that student teachers who begin in September visit the school in the Spring prior to student teaching.

The group commented on features of the film which brought about new realizations about the role of the supervising teacher. One individual commented upon the sensitivity the supervising teachers had towards the needs of the student teachers. Others said that student teachers aren't always as highly motivated as the ones in the film. This is especially true if the student teacher has already signed a contract. Another motivation problem was, sometimes a student teacher is working only for a grade.

Additional comments included a suggested method for student teacher evaluation of an essay test. The suggestion was that the student teacher be asked how he would like to answer the questions. This helps the student teacher evaluate if the items are appropriate for high school students.

/sk

APPENDIX I

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A Conceptual Model: The Satellite Teacher Education Center Concept

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Student Teaching Improvement Project
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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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The model presented in this paper has been written by Dr. Ray LeGrand under the auspices of a development grant from the Student Teaching Improvement Project. The Innovations Committee alluded to in the paper did not approve or sponsor the actual writing. Time did not permit such involvement. However, major credit for the central ideas must go to the committee members who met in planning sessions over a period of time. With their creative approach to old and complicated problems an exciting and important idea has emerged: The Teacher Education Satellite Center Concept.

The writer acknowledges with deep appreciation the contributions of the members of the Innovations Committee:

Beverly Cheselka,	Elementary Principal Parma Schools
Mr. Robert Hohman,	Supervisor of Student Teaching Bowling Green University
Dr. Dean Kelly,	Assistant Superintendent Berea Schools

Many other dedicated professionals in the schools and colleges working in the greater Cleveland area have also contributed to the ideas presented here. Too numerous to mention, grateful appreciation is in order for many helpful suggestions. Many hours of committee meetings, consultation, travel and writing have been involved. If such efforts contribute to the establishment of the teacher education center concept in our home town it will have been more than worth the time and effort. It seems certain that as the profession of teaching comes of age in the decade ahead that the leaven shall have been the demand by the profession for an active, decisive role in the training of its novices. The profession has come of age....let us undertake together, school and college, the tremendously important task of teacher education.

STIP and The Innovations Committee

The idea for the development of a plan or model for a Teacher Education Center grew out of a committee of the Student Teaching Improvement Project of the Cleveland Commission on Higher Education. A number of sub-committees operated under the auspices of STIP, one of which was the Innovations Committee.

In the Spring of 1969 the Innovations Committee sponsored a day-long workshop zeroing in on significant innovations in student teaching practices as well as in the instructional area in general. The keynote speaker was chosen to firm up and summarize the activities of the committee over the past year and to point up the way, so to speak, toward innovative practices in the future work of the committee and of the cooperating institutions. The keynote speaker at this meeting was

James Collins of the University of Maryland project. He gave a picture of innovations in the Maryland project, which the Innovations Committee had visited, along with others from this area who shared an interest in moving out on the issues involved.

As part of the evaluation of that conference, the conferees were asked to evaluate the various sessions and to express their opinions as to future steps and plans to which the committee should turn its attention. The one area which attracted the greatest interest by an almost overwhelming vote was the area of teacher education centers, a concept involving both the pre-service and in-service training of teachers. From this indication of interest came the committee's decision to support the development of a plan or model which would meet what the committee felt to be the special requirements and needs of the schools and colleges in our geographic area.

There is some justification for describing what is presented here as a "model" rather than a plan or set of directions. First let it be freely admitted that we have little if any empirical data with which to justify or prove the ideas being presented. Rather, a heuristic approach is used in the rationale; that is, as Haney and others indicate, a rationale growing out of experience of committed professionals, not that of a closely established set of rules.

This model, then, should be viewed as "articulated heuristics" not a set of polished hypotheses. The committee would hope that from this model would develop an experimental design which could test the articulates of the model. Such a design might reject, reconstitute or redesign various facets of the model and thereby move into new and better practices in teacher education.

Criticism of the model itself is meaningless outside of some working, active project. What is needed at this juncture is not more philosophizing over old hypotheses (probably still untested) but rather active participation in getting ready to hypothesize ... that is, by establishing and working through practical situations in order to collect experimental data from which solid designs for testing may be built.

As will be seen in greater detail the essential plan formed under the model is what the committee chose to call the satellite concept. In this plan, a number of centers could operate under the umbrella of a central coordinating committee composed of the cooperating schools and colleges. The individual center could be either at the building level or at the department level in the case of secondary schools. Such a plan might operate in a building with several colleges working on a cooperative basis or the plan might be operative with one school and one college working together. In a more limited way the latter plan has already been tried by several schools and colleges but not within the larger arena of the satellite concept presented in this model.

The essential idea is that the individual school centers would operate cooperatively, yet within their own special interests and needs, carrying out agreed upon principles and patterns which could be further studied and improved with the end result being better education for the children involved. Student teachers would serve together in a school or department with their professional development guided largely by the master teachers with the college supervisor playing the role of teacher-trainer educator. But he would no longer work strictly with individual student teachers but rather with the master teacher training student teachers.

Points of Departure

At the very heart of the teacher education center concept, as conceived by the committee, is the basic premise that teacher education is a partnership of responsibility to be shared equally by both school and college. The dichotomy of responsibility, of the training-performance aspect of the professional, reflects the age-old town-gown philosophy of the middle ages. The idea that expertise is somehow separated from experience in the training of teachers has contributed significantly to this dichotomy or division in the professional education of teachers.

To demonstrate in a very simple way this polarization of school and college is an easy matter. Ask a college education department faculty member whose responsibility it is to prepare teachers and his response naturally is that it is indeed the college's duty. On the other hand, if one were to ask a school man whose responsibility it is to provide in-service training to members of the teaching profession, undoubtedly the answer will be that it is the school's. Very little disagreement is to be expected on this question. And thereby hangs the tale ... simplistic approaches to essentially complicated tasks and processes seldom, if ever, lead to creative, generative solutions. They tend rather to create staid, restrictive postures contributing to mechanical, limiting experiences more appropriate to the technologist than to the professional. The medical profession discovered this when causes of diseases began to be treated rather than symptoms of diseases.

Of vital importance then is the basic premise that the school and college must be equal partners in a new and unique way. There may be a temptation to compare this cooperative venture to the lab school concept. True, there are a number of parallels; however, the central theme is different. If the lab school failed, it failed on just this point: it was a college-dominated, oriented scheme. The department of education "ran" the school and "suffered," if ever so benevolently, the poor cousins of the enterprise: the non-college personnel.

If such comparisons seem harsh, it is only because of the reality of the present day situation. School people have come of age and no longer endure an attitude of condescension or paternalism on the part of college personnel. In fact, in so many ways, the action is out in the field, in the schools. That is where the innovations seem to be. At one time the momentum for change may have come from the colleges. Perhaps today the shoe is on the other foot ... the firing-line is a steaming caldron of ideas and self-generating needs, concerns, and vacuums. There is no longer room, or perhaps tolerance, for irrelevant teacher training. The package labeled "teacher education" is a whole one and needs to be treated as such.

The pre-teaching experiences required of a prospective teacher are no different from those required of many if not all practicing teachers. Ours is not a profession of perfected sciences but rather a profession of performing arts using the technologies of many sciences. It is a question of degree not of kind. The training of teachers must utilize all facets of the training continuum. Master teachers in practice have much the same responsibility to their profession as does a doctor to his profession in the training of new professionals. Practice-teachers must learn their responsibility to their charges in advancing the practice of the art. It is a two-way street that must be traveled. The beginner and the practitioner both are involved in the teaching and the learning. The beginning of the art cannot sensibly be distinguished from its fruition. The first stroke of the artist's brush is equally important as the last. Either one left out makes the work incomplete. The total process pre-service and in-service is viewed as one.

The teacher education center has then as one of its central purposes the increasing and polishing of a teacher's repertory of professional techniques and the introduction of novices to these professional skills and knowledges. The task is one for the profession not merely for the school or the college as has been the pattern of the past. The task belongs to a team working in equal partnership under an umbrella of shared responsibility.

Objectives of Teacher Education Centers

The long range objectives of a teacher education center are in large measure those of present day programs designed to train teachers but with much larger dimensions added; that is, the development of increasingly capable professionals. In the enunciation of the particulars, there will be many differences both in specifics included or omitted as well as in degrees of emphasis.

In the present model, objectives will be more clearly enumerated as experience is gained in the face of the implementation. As new needs emerge, objectives will undoubtedly be reconstituted in order to more clearly reflect both needs and the practicalities encountered. The objectives given here are suggested expressions of directions which have grown out of committee meetings, visits to teacher education centers, conferences, and those which are expressed in available literature. They are not meant to be all-inclusive or restrictive. In fact, each individual center will need to examine very carefully the rationale for its existence and derive its own objectives within its own uniqueness. Some possible objectives are:

1. To provide organized laboratory experiences at the pre-service and student teaching level in which the competencies of both school and college personnel are utilized to the fullest.

2. To promote coordinated inter-institutional cooperation in the training of teachers at all levels at both the pre-service and in-service periods of a professional's growth and improvement.

3. To contribute to the building of a rationale for teacher preparation at the state level by designing hypotheses for experimental testing.

4. To encourage a diversity of innovative approaches contributing to the educational needs of the students being served. Such innovations would be shared among and between operating centers to serve as a spur for professional development of master teachers.

5. To provide a clearinghouse for the placement of student teachers as well as the placement of pre-service teachers.

6. To create environments which end the traditional dichotomy between colleges and schools in providing for the growth of professionals in both school and college.

7. To create situations which utilize the concept of shared responsibilities and concerns through cooperative decision making and use of resources.

8. To affect the quality of the instructional process by the introduction of new and improved approaches in the classroom. A beginning development of a strategy for determination of such improvement would be part of each center's plan.

Definition of Terms

Model: The choice of the "model" as opposed to "plan" is not made with the idea of conveying a concept with a carefully chosen emphasis. The word "plan" according to Good's Dictionary of Education is simply the top view of an object. Such a term is adequate when discussing the plan of administration or a plan of attacking a problem or even a plan for placing student teachers. For in that mode one may draw a two-dimensional representation or simply describe the idea in words or provide a verbal set of directions. One may communicate sufficiently to be understood in that arrangement.

A model, on the other hand, is something more ... not so easily done, if at all, on paper. Good defines a model as: a replica or three-dimensional scale representation of an object, principle, or idea. It becomes immediately apparent that no such three-dimensional work appears in a two-dimension media. Thus, we further support the notion that this representation is but the beginning, the finishing of which remains to the organic structuring by schools and colleges. This model then shall be viewed, and is so intended, to represent a "search model:" a first stage in problem solving.

Student teaching center: A school which is utilized by one or more colleges for the placement of student teachers with a cadre of specific, identified teachers in an ongoing relationship between specific institutions.

Teacher education center: A concept in which training and professional development occur under the shared auspices of both schools and colleges at all levels of the professional experience for pre-service and in-service teachers.

Satellite Concept: A concept which delineates main principles under which the individual teacher education center develops its competencies in fulfilling unique needs. The coordinating agent composed of the individual centers seeks to make the centers more different rather than more alike within the broad over-arching goals serving the centers and uniting them in common professional purposes.

The Satellite Concept

Attempting to build a plan of pre-service and in-service teacher training which will satisfy all of the various current plans and approaches to teacher education in the greater Cleveland area presents many unique problems and challenges. As various plans and their attendant problems are devised and analyzed, it becomes immediately apparent that one of the consequent prerequisites for success of any proposal is an almost complete flexibility in organizational scheme as well as in the framing of the general conceptual design. The Innovations Committee early decided that such a prerequisite should receive a high priority if any plan or model were to be given serious consideration by schools and colleges in the Cleveland area.

A number of elements were recognized by the committee as indicating the need for a plan which thrived on flexibility and divergence rather than one which was stifled by difference and variety. Among those elements were:

1. Individual needs growing out of geographic location and the historic development of the school or college.
2. Differing emphases of the institutions involved in such matters as curricula organizational patterns, already established commitments, and matters of institutional objectives.
3. Considerations arising from the availability of professional personnel to staff a proposed center.

4. Changes occuring in a school or college in program, staff and financial support.

5. Provisions for the introduction of changes and programs at varying rates of speed in order to encourage innovation rather than provisions for a narrow set of rules which would hamper the development of many different approaches to hard, practical problems.

6. Situations requiring broad general principles of operation rather than narrow strictures which make cooperative endeavors difficult, if not impossible.

7. Need for a procedure making it possible and desirable to provide experience at different centers, when required, in order to "cross-fertilize" and create a sense on unity and whole among operating centers. Some centers (as in urban schools) can provide experiences for in-service teachers and pre-service teachers not available in other centers.

As the committee pondered these questions of flexibility, a concept of, for want of a better term, satellite centers evolved. Rather than beating the drum for any and all to begin a teacher education center, but not to stand in the way of the development of any center, the satellite concept provides for the conceptual framework which individual centers could adopt as a working basis and from which individual needs could be dealt with in a creative, innovative fashion. The organizational framework would be one of confederation providing for the issues raised on the question of flexibility. A working organizational chart is analyzed in a later section of this paper.

As the idea of the satellite concept began to take form, the committee realized that a dozen or so basic premises were developing which would, in the end, serve as general principles for teacher education cooperative centers. These general principles or statements are, of course, not directive in that they are meant to limit further development of plans, but are meant to stimulate and encourage a beginning in establishing a movement already afoot in a number of other states in new, bold, need-fulfilling professional training of teachers.

General Principles

Each teacher education center would develop a plan which would spell out clearly and definitively its own operational procedures and organizational scheme. The principles which the committee suggests as a beginning guideline are:

1. The involvement of the school faculty or department is a total involvement. The seminars, work-study sessions and planning sessions would need to include the entire professional staff

of the school or unit focused on that particular instructional setting.

2. The master teacher staff would not be a specially constituted staff. Center teachers have differing talents which would need to be identified and used. No attempt is made to build a hand-picked staff which might resemble a lab school concept.

3. Faculty improvement, usually referred to as in-service, is a central concept requiring the utilization of college resources within the department of education as well as those of other departments in the colleges.

4. The principal of the school, or department head in a department, is considered the key leader. It becomes imperative at that point to identify school leaders with open, innovative approaches if a center is to have any hope of success at this beginning stage.

5. The college supervisor plays a new, broader role. Under this plan the supervisor becomes more truly a teacher of teachers. He or she must be change-oriented, willing to step out into new and as yet uncharted courses.

6. In the beginning stages, student teachers need to be screened for characteristics which would indicate flexibility on their parts. Some evidence seems to indicate that in an environment of change even quite closed personalities begin to open. This dividend would be used as an instructional element as centers become better established.

7. A wide variety of experiences is to be provided the teacher in training including such ideas as: tutoring, micro-teaching, analysis of teaching behavior via video-recording, visits to many grade levels and subject matter departments, post-holing in the specialized area, vertical study of students from a case analysis approach, visits to other schools and centers, and seminars in both large group and small group sessions.

8. Pre-student teaching experiences constitute an important necessary part of the centers role in pre-service training and are vital in developing an identification with the totality of the professional program on the parts of both the teachers in training and the teachers in service.

9. Funding of the costs of the student teaching experience is antiquated under the present system and must be vastly improved. At the start of a center, payment for supervision should be pooled and the center staff as a whole should decide in what way the funds are to be used. Such an approach adds to the concept of the totality of the undertaking. A fresh approach to the use of college funds used in student teaching must also be developed.

10. The college makes specialists available outside of the normal student teaching experience in such areas as reading, administration, school psychology and other related areas. Where possible, joint appointments should be made even if on a non-salaried basis.

11. Centers should be built on the concepts of multi-college participation with the objective of varied and differing philosphies and techniques being available to the center. Such relationships among colleges should be developed within a contractual framework which would be more than a gentleman's agreement but less, probably, than a legal agreement. This principle does not rule out single college centers; the wider approach would seem to provide for many more possibilities of intercenter cooperative programs.

12. On the other hand, such contractual agreements should also be developed between the school and the colleges cooperating with the school. Insofar as possible, the responsibilities unique to one or the other of the parties cooperating are to be spelled out clearly, as well as those which are to be shared in common. Such role definition must be in writing and widely circulated. Written agreements also more easily serve an evaluative function in the later stages of the cooperative effort.

Related Concepts

Upon further consideration, the Innovations Committee felt that a number of related concepts were worthy of consideration and could easily be built into a center plan if the cooperating institutions were willing to work in those directions.

1. It may be that one of the most important, and the most subtle, elements of the center concept is the personality of the person who is viewed as "holding the plan together." In the centers viewed by the committee there was little doubt that the coordinator of the center and/or of the overall project was the one single, most important element in the operation. The choice of such a person may well be among the first considerations of the institutions working together.

2. One of these suggestions is the role of the principal. In an appropriate situation the building principal (or department head) could act as the program coordinator. He (she) might have a joint appointment on one of the college staffs and would play a somewhat different role than if he were simply the key instructional leader in the plan, important as that role is in itself. It was the feeling of the committee that in most cases a building principal may already be overloaded and have his time over-committed but that such a role could more easily be undertaken by a department head or perhaps a grade level chairman.

3. Prior to, as well as during, the functioning of the center(s) seminars might be held, sponsored by the colleges, which would deal with instructional issues outlined in the statement of organization of the particular center. At that time topics dealing with techniques of improving perceptions of teacher classroom performance, awareness of student and staff needs, the development of sensitivity to the interpersonal relationships, and topics relating to various innovative approaches, techniques, tools, and methodologies available for the improvement of pre-service and in-service professionals.

4. As part of the on-going nature of the center and as part of the wider view of the role of the center in generating innovative ideas, as well as consuming innovative practices, some center, located in systems oriented to instructional development might develop instructional packages in areas devoted to organizational innovations which would be made available for trial and/or use to other related centers. One such area mentioned was in the area of the development of behavioral stated objectives for use in a scheme of individually prescribed instruction. Another example is the development of "critical" incidents much along the theme used by Cruikshank.

5. Graduate practicums could be closely involved in the on-going work of the center. Diagnostic work could be a part of the assignments of graduate students. Administrative interns might play important roles as well might school psychologists and reading specialists. Although such work might be done more easily through classroom teachers, a great reservoir of talent should be utilized in these resources in inventive and relevant ways.

6. The school community at large would have to be kept closely informed as to the central purpose of the center. It would have to be clearly established that experimentation was not the basic purpose of the center. The parents would be assured that pupil learning was being facilitated through better staff training which, in all likelihood could not otherwise occur.

7. One of the most important allied concerns is the rewarding of teachers engaged in this demanding operation. Providing appropriate recognition of the staff is an area that presents severe problems if no additional funds are available. However, there are avenues open for investigation which each center and its total staff would need to explore. No one suggestion or method is going to serve the emerging centers in the various diverse conditions envisioned by the committee. What might serve an inner city school staff in the way of recognition might be inappropriate of lack of merit in some other circumstance.

8. Each center would be encouraged to develop its own "specialty" in areas of staff development, instructional techniques, etc., just as the individual school were to develop through its own needs in the light of its competencies. In the case of the center, however, the additional resources of the colleges would be called upon and utilized in new and different ways not possible otherwise. Such specialties might include the development of feedback systems, special training materials, diagnostic procedures and prescriptive techniques, teaming arrangements.

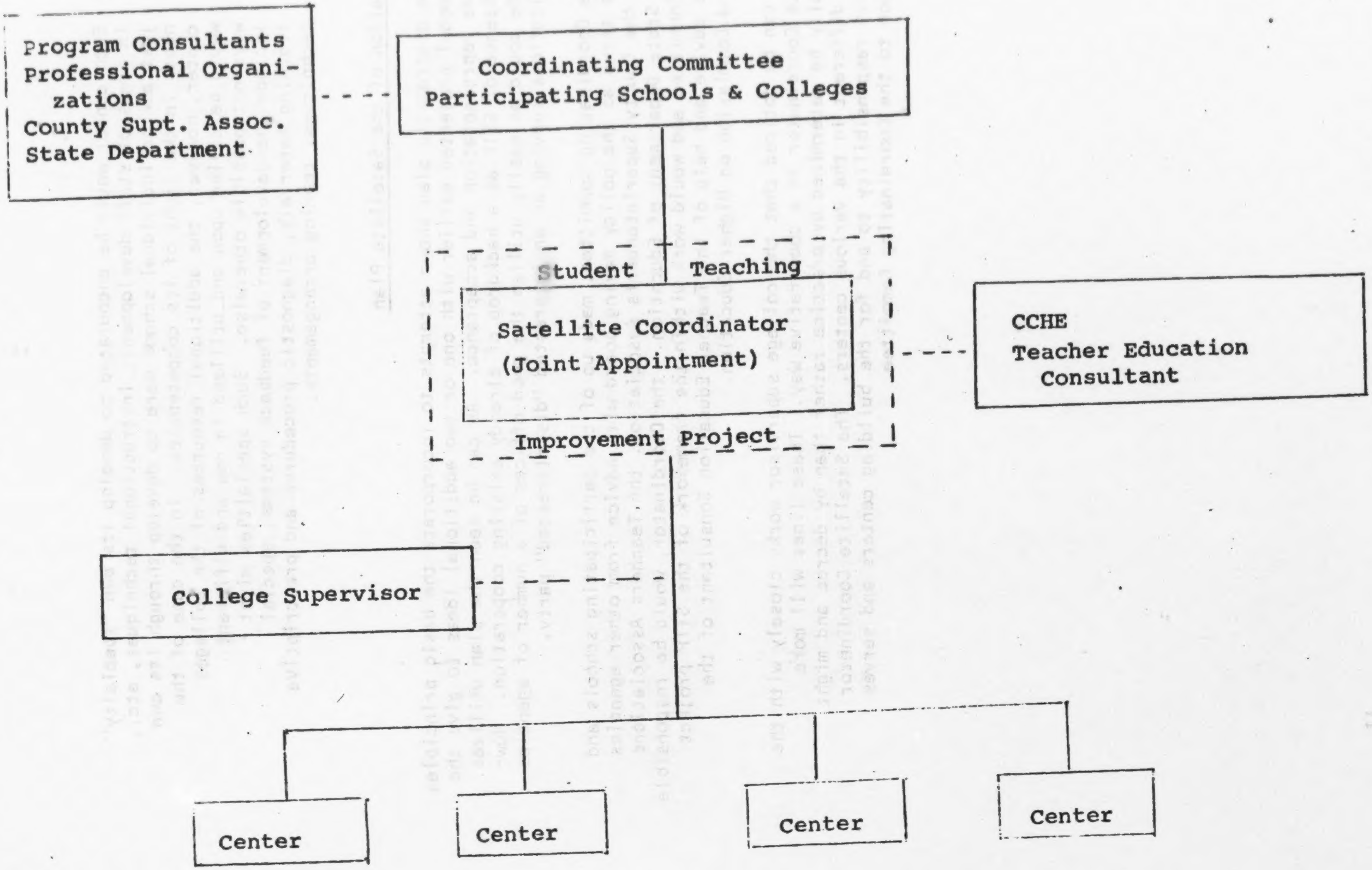
Organization of the Satellite Plan

The diagramatic plan shown attempts to incorporate the basic principles of the model presented earlier with one or two additional ideas to give the plan wide representation and acceptance. As can be seen the plan utilizes the existence of STIP as a backdrop of already existing cooperation. However, one could as easily utilize the good offices of a number of agencies or institutions serving as an interested "disinterested" party.

The Coordinating Committee, made up of the participating schools and colleges serve as the policy making board with advice from other agencies such as the County Superintendents Association, the Teachers Associations and the State Department of Education. the Coordinator, would be responsible to the Committee and would work within the framework of the STIP project with the advice and help of the Teacher Education Consultant of the Cleveland Commission on Higher Education.

It can be noticed that the college supervisor works closely with the Satellite Coordinator in a cooperative way. These lines will more practically be determined by practice rather than by decree and might well be different in the various centers. The Satellite Coordinator has direct responsibility to and for the building centers and serves as liaison to the Coordinating Committee.

SATELLITE PLAN


Program Consultants
Professional Organi-zations
County Supt. Assoc.
State Department
Coordinating Committee
Participating Schools & Colleges
Student Teaching
Satellite Coordinator
(Joint Appointment)
Improvement Project
CCHE
Teacher Education Consultant
College Supervisor
Center
Center
Center
Center

Organization of the Building Center

The key in any innovation at the building level is in most instances the building principal. The diagram indicates the principal working through what is called here the building coordinator. In some cases the two positions would in fact be handled by the principal. In secondary schools with large departments that person serving as coordinator might be the department head. In some systems it is not inconceivable to think of this position being filled by a central office person who is freely accepted as part of the building staff by the teachers in that building or department.

The Building Coordinator would have responsibilities for both the master teachers and the student teachers (as well as other teachers in training). It will be noted that in this case of the Building Center the Building Coordinator is depicted against a backdrop of Satellite concept. This is done to emphasize the continuity which would exist under a Satellite concept. The college supervisor serves in the capacity of an advisor and trainer of teacher trainers. He would carry out this role in close working relationships with the building coordinator.

To emphasize further the unique role of the center, lines will be noted leading from the teacher in training and the master teachers. Such a concept signifies the utilization of the many skills and specializations available in any professional staff. Such arrangements would be made at the regular meetings at the building level of the training team.

Role Definition

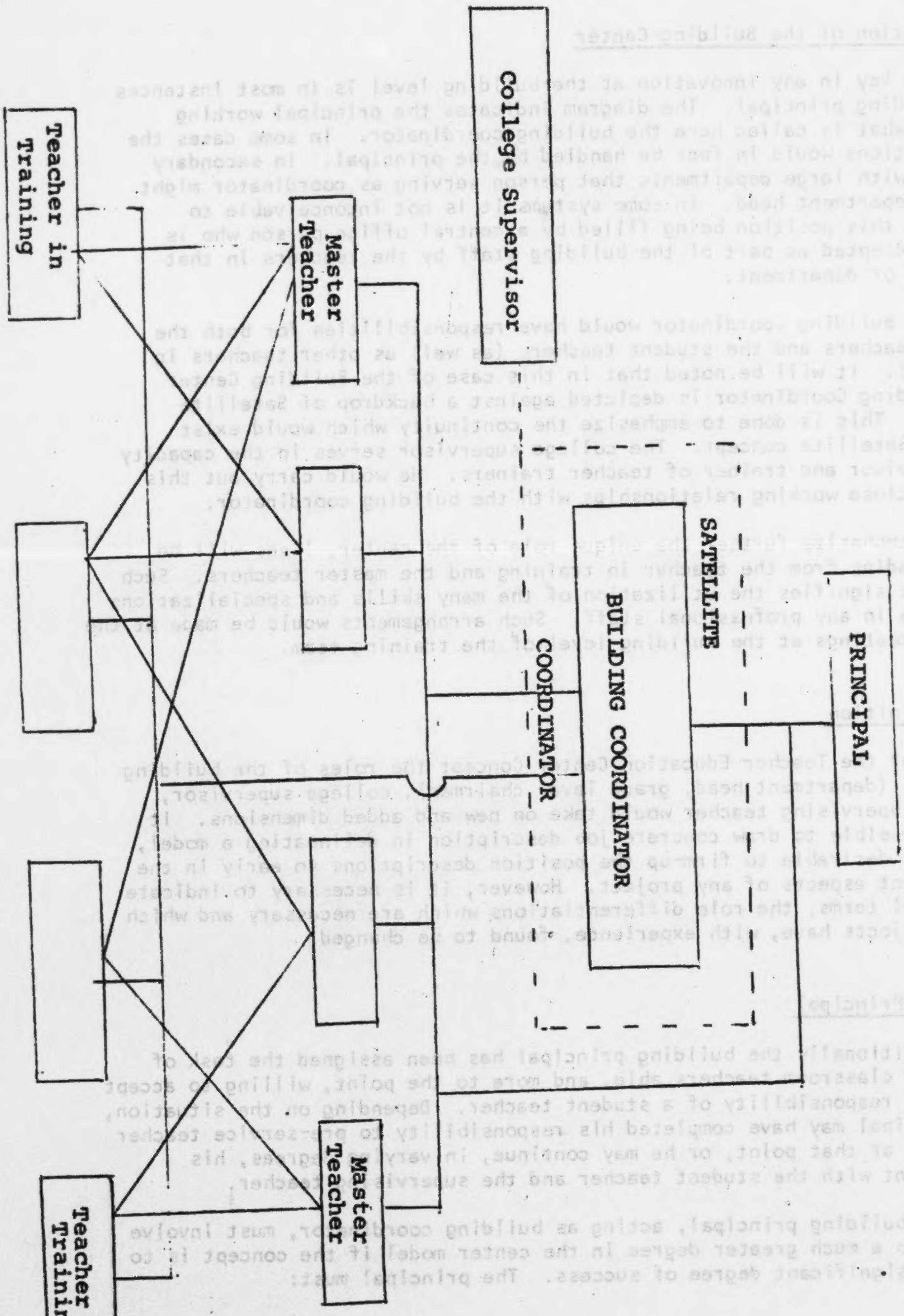
Under the Teacher Education Center Concept the roles of the building principal (department head, grade level chairman), college supervisor, and the supervising teacher would take on new and added dimensions. It is not possible to draw concrete job description in delineating a model, nor is it desirable to firm-up the position descriptions so early in the development aspects of any project. However, it is necessary to indicate in general terms, the role differentiations which are necessary and which other projects have, with experience, found to be changed.

Building Principal

Traditionally the building principal has been assigned the task of "finding" classroom teachers able, and more to the point, willing to accept the added responsibility of a student teacher. Depending on the situation, the principal may have completed his responsibility to pre-service teacher education at that point, or he may continue, in varying degrees, his involvement with the student teacher and the supervising teacher.

The building principal, acting as building coordinator, must involve himself to a much greater degree in the center model if the concept is to meet any significant degree of success. The principal must:

THE CENTER PLAN


PRINCIPAL
SATELLITE
BUILDING COORDINATOR
COORDINATOR
College Supervisor
Master Teacher
Master Teacher
Teacher in Training
Teacher in Training

1. Administer the program in his building and assist in working with the coordinator and with other centers.

2. Be willing and earnestly seek to participate in innovative plans both in curricular and organizational areas.

3. Assist in selecting the kinds of variety of experiences at the student teaching level and at the time prior to the student teaching experience.

4. Be involved in the orientation of student teachers.

5. Interpret the center concept to the school community.

6. Aid in identifying pre-student teaching experiences.

Joint School-College Coordinating Committee

A Coordinating Committee becomes essential for those schools and colleges agreeing to work with in a center concept in a cooperative way. Even if the center is operated on a one to one basis the institutions could still realistically operate under the general principles outlined in this model. If communication is to progress and flow freely a structure must be developed which provides for the interchange of ideas and problems. In the event a center coordinator is engaged that coordinator acts as executive secretary for the institutional representatives and is in a position to carry out center policy.

The Coordinating Committee could have any number of organizational patterns and is probably best decided by the group itself as it meets to consider the nature of the overall structure. Such a committee must be organized along lines dictated by the working relationships and practicalities of the problems it faces rather than an hypothetically projected idea. It must first have a heuristic basis before the polished theory can emerge. The duties of such a committee might include:

1. Formulating policy relating to the general organization of the center concept.

2. Adopting procedures for the assignment of student teachers to teacher education centers.

3. Determining policy regarding the preprofessional experiences of students from the cooperating institutions.

4. To serve as a clearing house for research and experimentation as applied to the center concept.

5. Establishing guidelines for the seminar experiences available to the centers and the pooling of resources for special needs.

6. Set policy relating to the requirements needed in the student teacher experience.

Center Coordinator

Although a center coordinator may not be available in the early or beginning stages of the program such a role will certainly need to be filled as the concept takes root and more units are added. It is not unrealistic to believe that the role could be brought into existence with little difficulty if the cooperating institutions agreed to move in that direction. There is strong feeling that such a position needs to be created early in the development of the center concept. The committee strongly emphasizes the idea that one of the most important qualifications to be required of the coordinator is the possession of a friendly, warm approach to both adults and students in the program. The individual center personnel must trust and accept the person in this role. Such an accepting environment is of particular importance in beginning a program of this nature so sensitive and susceptible to human interrelationships. Such a role would ask a coordinator to:

1. Determine the center placement of student teachers in cooperation with school and college personnel.
2. Coordinate activities among the various centers.
3. Provide for continuity of experiences within the specialties of the individual centers short of conformity to predetermined patterns.
4. Be responsible for the provisions of supervising teachers for a variety of duties and competencies by keeping a current list of teachers available and the special competencies they offer.
5. Provides liaison between and among the colleges through the designated college supervisors and the schools involved.
6. Act as secretary of any established coordinating committee.
7. Coordinate all pre-service and in-service sessions in the various centers.

College Supervisor

Perhaps the role requiring the most drastic and dramatic change is that of the college supervisor....Currently the role is one of classroom visitation and, if time can be found, a hurried conference. In the eyes of not a few student teachers the college supervisor is seen as an infrequent visitor whose comments may or may not be relevant to the developing relationship between the student and the cooperating supervising teacher. Little behavior modification is attributed to the college supervisor except in the event of a crisis situation....and then the supervisor is seen as the removal agent all too frequently. In the center plan the college supervisor:

1. Acts as consultant to the supervising teachers.
2. Serves as co-planner with the principal in matters relating to in-service training of the entire staff.
3. Conducts and arranges seminars for student teachers and teacher trainers alike.
4. Provides and serves as a liaison between school and college and among other centers.
5. Aids in the development of appropriate student teaching experiences and in designating professional staff to facilitate the experiences chosen.
6. Works closely with the coordinator in all aspects of the center's activities.

Supervising Teachers

The supervising or cooperating teachers are no longer only the master teacher providing the major portion of the student teacher experience. Every teacher identified as a member of the master teacher team has some measure of responsibility to teach his own area of accomplishment or expertise to the teacher in training. All members of the training team share equally in their responsibility for the professional growth of the student.

Teacher in Training

Perhaps, even with all the difficulties attendant to the attempt to establish a teacher education center, the student teacher has the most difficult role to live; it is a role demanding the magic of a Jekyll-Hyde episode for the student teacher is just that: student as well as teacher. In the teacher education center the teacher in training must be engaged in a more vital, viable relationship with willingness to accept more responsibility with a greater commitment to clearer professional goals no longer anticipatory, shimmering, general, vague, other-directed goals. If the teacher education concept has merit at all such merit must reside primarily in the greater professionalization of a teacher prepared to interreact in a well-defined, behaviorily oriented instructional process.

State Department of Education

The role of the State Department of Education is one of leadership and facilitation. It is highly desirable to have the Department appoint a liaison person who would be available to consultation and who would join in partnership.

There are undoubtedly a great many factors which need support and the assistance of the State Department. In a very real sense a need exists to have the State Department lead such a venture and to be a full partner in the planning and evaluation. Changes in certification and related requirements may well be recognized for the first time in this unique setting. It is strongly recommended that the State Department accept an aggressive role of leadership in the undertaking and participate as an active sponsor in all phases of any teacher education center project.

A Working Plan

A plan which would carry out the various principles and concepts related in the described model is, at this state of development, suggestive only of any finalized, working blue prints. However, the plan presented here is one which reflects elements of plans already in operation as well as elements deemed important in proceeding on the basis of the satellite concepts.

The following steps are presented as a suggestion in getting the idea off the ground, so to speak, as well as to serve as a beginning for serious conversations between and among schools and colleges:

1. A Coordinating Committee of schools and colleges ready to establish a cooperative Teacher Education Center would be formed. Part of the purposes of the Committee is to formulate specific working relationships, agree upon the establishment of centers and establish the administrative machinery necessary to the project. The Committee would also want to formulate plans for the identification of a center coordinator. Funding would be a concern at this point.

2. Four or five centers are suggested in the initial stages. The committee has not suggested this as a rigid recommendation and fewer or more centers could easily be included in the final plan. It is suggested that early experience in the following areas in the county is important, if possible: an urban school, an east side, a west side, and a private school in Cuyahoga County.

3. After the Coordinating Committee has worked out the feasible pattern of centers under the agreed upon guiding principles, the building centers would be given the charge of formulating their specific plan in consultation with the Coordinating Committee. Such items as a seminar schedule, resources, theme or specialties, organization of professional experiences, large group presentations, uses of college supervisors and college resources, and other problems and needs recognized by the building team would be planned. It would appear that a quite simple plan might be developed as a beginning with more sophistication developing as experience is gained.

4. Each center might ideally be assigned 10-15 student teachers. If there were four operational centers the suggested number of student teachers in each center would release two full time college supervisors who would then perform in a much different role as discussed earlier. The special skills of the teachers in the center would be identified and plans made for the use of the skills in training the student teachers.

5. Each center (building or department) would plan its on-going activities together with the Satellite Coordinator, building coordinator and the college supervisor. Particular themes and emphases would be identified and the on-going nature of the center established. Leadership would be exerted by the Coordinating Committee and the Satellite Coordinator in providing resources for the various centers in this critical planning stage of the seminars and work sessions deemed to be necessary.

6. The Satellite Coordinator and the Building Coordinator would meet regularly with the college supervisors to share developments, exchange ideas, discuss common problems and explore possible solutions. Problems involving the institutions which cannot be resolved at this level would be referred to the Coordinating Committee.

7. The Coordinating Committee would be responsible for evaluation of the degree to which the basic operational objectives are being achieved. It would seem to be desirable to seek funding for a disinterested party to conduct the actual evaluation.

8. A newsletter, perhaps an expanded issue of the STIP newsletter, would serve to inform other centers as well as other interested parties as to the progress and activities of the centers.

APPENDIX J

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

The Use of Personality Characteristics and Role Expectations as Determiners for Successful Student Teaching Assignments

(Preliminary Report)

Robert J. Hohman

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

JULY, 1970

The research reported herein was performed pursuant to a grant OEG-0-8-000181-1899 (010) with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

The purpose of this report is to bring various salient factors into closer perspective for review of the project director. The study, "The Use of Personality Characteristics and Role Expectations as Determiners for Successful Student-Teaching Assignments", was introduced to member and participating colleges and universities at a meeting held on December 15, 1969. (See enclosure 1.) The following participants were in attendance:

Mr. Marian E. Blue - Hiram College
Sister Alice Clare, O.S.U. - Ursuline College for Women
Dr. Pat F. Cosiano - Ohio University
Mr. Robert J. Hohman - Bowling Green State Univ.
Dr. Ted Huck and
Dr. John Morford - John Carroll University
Sister Mary Josetta, C.S.J. - St. John College
Dr. Robert Pfeiffer - Kent State University
Sister Mary Verone, S.N.D. - Notre Dame College

Representatives of member colleges and universities not able to attend (Allegheny, Baldwin-Wallace, Case Western Reserve, Cleveland State, Miami University, and Ohio State University) were sent letters explaining the purpose of the meeting on December 15, 1969. The above mentioned colleges and universities were invited to participate in the research project and their assistance was encouraged. (See enclosure 2.)

Before the meeting was adjourned, the following information was accumulated concerning application date for student teaching, enrollments of student teaching programs, copies of evaluation forms, and the length of the student teaching experiences. (See enclosure 3.)

The fall quarter and/or semester of the 1970 academic school year will be the student teaching experience under study. The sample size will be approximately 365 student teachers and 365 supervising teachers representing eleven (11) of the fourteen (14) colleges or universities invited to participate in the research project.

Seven of the fourteen colleges or universities sent copies of the student teacher evaluation forms. The purpose was to compile and lay some base for a uniform student teacher evaluative criteria. This is presently under consideration by the researcher. A meeting to discuss this possibility is being projected for mid October 1970.

Letters have been sent to eleven directors of the participating colleges or universities requesting information concerning the student teaching assignments. (See enclosure 4.) This will enable the researcher to administer the instruments to the supervising teachers taking part in the study. The role instrument was administered on April 1, 1970 to ninety (90) students on the Bowling Green State University campus. Six weeks later the instrument was administered to the same ninety (90) students. A reliability coefficient of .87 was computed. This instrument will be administered to all student teachers and supervising teachers prior to the student teaching experience and near the end of the experience. It will be interesting to note any change in expectations on the part of the student teacher and supervising teacher. These data might be treated by Chi square (X^2) to determine the significant expectations.

If student teachers and supervising teachers agree on certain items, then they might be selected to work together.

The treatment of the data derived from the individual response of each supervising teachers and student teacher on the Edwards Personal Preference Schedule (E.P.P.S.) will be compiled to give a mean response for nine of the personality factors. Computer equipment will be used to analyze the data collected from the supervising teacher respondent forms, the scores on the Edwards Personal Preference Schedule (E.P.P.S.), and the role expectation instrument. A program has been written by the researcher to score the E.P.P.S. and several test runs have been made using the data collected from the Bowling Green State University sample.

The final report is scheduled to be in the hands of the Project Director before the end of March 1971.

TESTING SUMMARY

Institution	No. of Student Teachers Tested or To Be Tested	Date Tested
Allegheny College	15	Sept. 21, 1970
Baldwin-Wallace College	11	April 14, 1970
Bowling Green State Univ.	45	May 21 & 22,1970
Case Western Reserve Univ.	No Response	-------------
Cleveland State University	35	June 1, 1970
Hiram College	0	-------------
John Carroll University	45	Sept. 1, 1970
Kent State University	45	April 27, 1970 (Random Sample) May 18, 1970 (Cancelled)
Miami University	34	Sept. 15, 1970
Notre Dame College	32	April 13, 1970
Ohio State University	Not known at this time	-------------
Ohio University	45	April 16, 1970
St. John College	Not known at this time	-------------
Ursuline College	24	April 13, 1970

(Enclosure 1.)

GREATER CLEVELAND
STUDENT TEACHING IMPROVEMENT PROJECT

SPONSORED BY THE CLEVELAND COMMISSION ON HIGHER EDUCATION

1367 East Sixth Street
Cleveland, Ohio 44114
(216) 241-7583

Executive Director
Dr. Donald B. Swegan
Associate Director
Dr. Louis N. Theodosion

Project Director:
Dr. John A. Morford

TO: X Mr. James McConnell
Allegheny College
X Dr. Ernest J. Kozma
Baldwin-Wallace College
X Dr. Elsie M. Nicholson
Case Western Reserve University
X Dr. Robert Koepper
X Dr. Robert H. MacNaughton
Cleveland State University
Prof. Marion E. Blue
Hiram College
Dr. Francis T. Huck
Dr. John A. Morford
John Carroll University
Dr. Robert Pfeiffer
Kent State University
X Dr. Robert Goble
Miami University
Sister ~~Mary Priscilla~~, S.N.D. Mary Verone
Notre Dame College
X Dr. ~~Horace G. Hawn, Jr.~~ - W.R. Williams acting Coord. of Field Exp.
Ohio State University
Dr. Patrick F. Cosiano
Ohio University
Sister Mary Josetta, C.S.J.
St. John College of Cleveland
Sister Alice Clare, O.S.U.
Ursuline College for Women

FROM: Mr. Robert J. Hohman, Consultant

A meeting has been scheduled to discuss the possible involvement of your college or university in a project entitled, "A RESEARCH PROJECT TO DISCOVER THE SIGNIFICANT FACTORS FOR A SUCCESSFUL STUDENT TEACHING ASSIGNMENT".

Because of the content of this study, your views and insights are needed to make this a meaningful contribution to teacher preparation programs.

In order to give you ample time to clear this date we are setting it a month in advance in hopes that you will attend. A return postcard has been enclosed for your convenience.

DATE: Monday, December 15, 1969

TIME: 1:30 - 3:30 p.m.

PLACE: Cleveland Commission on Higher Education
1367 East Sixth Street, #608
Cleveland, Ohio 44114

RJH:bjk
11/11/69
Enclosure

(Enclosure 2.)

January 2, 1970

✓ Call 4/13

Dr. Elsie M. Nicholson
Director of Teacher Education
Mather Memorial Building
Case Western Reserve University
Cleveland, Ohio 44106

Dear Dr. Nicholson:

A meeting was held on December 15, 1969 to discuss the possible involvement of your university in a study entitled, "A Research Project to Discover the Significant Factors for a Successful Student Teaching Assignment." If you are placing student teachers in the Cleveland area during the academic year 1970-71, I would like to invite you and your student teachers to participate in this project.

I am most interested in identifying the factors related to a successful student teaching experience. A sample of all colleges and universities participating in the Commission's activities would add to the precesion of the study. It would be helpful to know approximately how many student teachers you anticipate having in the Cleveland area, specifically Cuyahoga County, each quarter during the 1970-71 school year. This information will assist me in determining how large a sample I will be working with.

Please inform me if you have registration dates during the Spring Quarter. I could administer two inventories at that time. These inventories must be administered before the Fall Quarter begins.

There is a need for a uniform student teacher evaluation form to determine success in student teaching. Please send me a copy of the evaluation form used by your university.

The enclosed questionnaire (Form A) will be administered to both cooperating teachers and student teachers before and after the student teaching experience. Any comments relative to the questionnaire and/or project would be appreciated. If you have any questions concerning the study, please contact me at your earliest convenience.

Sincerely,

Robert J. Hohman
Consultant

RJH:bjk
Enclosures

(Enclosure 5.)

DATA SHEET

Institution	Estimated 1970-71 Number of Student Teachers in Cuyahoga County	Application for Student Teaching Date	Semester or Quarter
JOHN CARROLL UNIVERSITY	65-70	Fall - August 28 Spring - January 15	Semester
NOTRE DAME COLLEGE	77	Fall - February	Semester
URSULINE COLLEGE	45-50	April or May for September, 1970	Semester
SAINT JOHN COLLEGE OF CLEVELAND	35-60	August for Semester I January for Semester II	Semester
HIRAM COLLEGE	15	May - September - December	Quarter
OHIO UNIVERSITY	400-450	Third Week After the Quarter Begins	Quarter
BOWLING GREEN STATE UNIVERSITY		April - May - October	Quarter
KENT STATE UNIVERSITY	120	April - First Week	Quarter
BALDWIN-WALLACE COLLEGE			
ALLEGHENY COLLEGE	75-80 (20 Per Quarter)	April	Quarter
CLEVELAND STATE UNIVERSITY			Quarter
MIAMI UNIVERSITY			Quarter
CASE WESTERN RESERVE UNIVERSITY			
OHIO STATE UNIVERSITY			Quarter

(Enclosure 4.)

BOWLING GREEN STATE UNIVERSITY
BOWLING GREEN, OHIO
43403

DEPARTMENT OF EDUCATION

May 20, 1970

Sister Alice Clare, O.S.U.
Director of Student Teaching
Ursuline College For Women
Lander Rd. and Fairmount
Pepper Pike
Cleveland, Ohio 44124

Dear Sister Alice Clare:

Enclosed you will find a list of fall semester student teachers. After you have received confirmation of the student teaching assignments, I would greatly appreciate the following information for each student teacher.

1. School District
2. School Building and Address
3. Supervising Teachers Name
4. Grade or Subject Area Assignment

Your prompt consideration would be greatly appreciated.

Sincerely,

Robert J. Hohman
Consultant

js

(Enclosure 5.)

March 10, 1970

C O P Y

Professor Marion E. Blue
Hiram College
Department of Education
Hiram, Ohio 44234

Dear Marion:

I would like to determine a day and time to meet and administer my instruments to your Fall Quarter student teachers. During one of our phone conversations you indicated that 75-80 student teachers might be assigned in the schools in Cuyahoga County next year. I would like to involve 25 (or less) of your students during the Fall Quarter.

May 11 or 12 would be convenient days for me to administer the instruments. I will need approximately one hour of their time. If neither of those dates are convenient please suggest alternative days and times. In your case I may be able to involve all the student teachers during the Fall Quarter.

Your cooperation is greatly appreciated.

Sincerely,

Robert J. Hohman
Consultant

js

APPENDIX K

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

Improvement of Secondary School-College Articulation in Science Education

Sister Ann Gertrude

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

MAY, 1970

The research reported herein was performed pursuant to a grant OEG-0-8-000181-1899 (010) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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APPENDIX B - Responses of student questionnaire
APPENDIX C - Questionnaire sent to teachers
APPENDIX D - Responses of teacher questionnaire

I. THE PROBLEM AND OBJECTIVES

A. Statement of the Problem

This research was an investigation of ways in which colleges can cooperate with secondary schools in the Greater Cleveland Area in meeting the needs and interests of science students and communicating to the students an understanding of the relevance of science and technology to the important problems of society.

B. Objectives of the Research

1. To determine the needs and interests of high school science students; to determine the relevance of science instruction to what the students consider the important problems of society.
2. To discover methods and procedures that colleges can use to communicate to high school students and their teachers the relation between science and the problems of social living.
3. To determine ways in which the needs and interests of the high school students and the suggestions of science teachers can be incorporated into preparation programs for science teachers.

II. METHODOLOGY

This research was a questionnaire survey of a sampling of secondary school science teachers and students in the Greater Cleveland Area.

A. Design of the Questionnaire

Two questionnaires were prepared and submitted to members of the staff and college students for their comments, criticisms, and suggestions.

The questionnaire administered to science teachers covered three major areas: 1) relevance of science instruction to problems of society; 2) relation between science and social living in teacher preparation programs in colleges; 3) need for greater cooperation between high schools and colleges in science education.

The student questionnaire was designed to obtain data in the following three areas: 1) interests and needs of high school science students; 2) availability of information about opportunities in science; 3) possible ways that colleges could best help in meeting needs and interests of the students.

Each section of the questionnaires contained an introductory paragraph intended to provoke some thought in these important areas of science education.

B. Selection of the Sample

Questionnaires were administered to 105 randomly selected science teachers from 45 high schools in the Greater Cleveland Area.

Student questionnaires were distributed to 1000 senior students in 20 high schools. The schools were selected to give a representative sampling of students from Cleveland, Suburban, and Catholic school systems. The schools selected were:

Collinwood High School
East High School
John Adams High School
John Marshall High School
South High School
West Technical High School
Cleveland Heights High School
Euclid High School
Garfield Heights High School
Independence High School
Lakewood High School
Mayfield High School
Midpark High School
Parma Senior High School
Willoughby South High School
Magnificat High School
Marymount High School
St. Joseph High School
St. Joseph Academy
Villa Angela Academy

C. Distribution of the Questionnaires

Before distributing the questionnaires, letters were sent to the principals of all Cleveland Area high schools explaining the project. The mailing of the questionnaires was made during the first week in January, 1970. Covering letters and stamped, self-addressed envelopes were included. Questionnaires were mailed directly to the teachers. Student questionnaires were sent in packets of 50 to science department chairmen to be distributed to science classes.

III. RESPONSE RATE

	Number sent	Number returned	Percent Response
Teacher Questionnaires	105	78	74%
Student Questionnaires	1000	807	81%

Of the 20 schools to which student questionnaires were sent, 18 (90%) responded. The principals and department chairmen were extremely cooperative and the expression of interest in the results was indeed encouraging. Several took time to write letters or call offering to help and requesting questionnaires.

IV. DISCUSSION OF THE RESULTS

Data collected from the questionnaires are summarized on the attached pages. The forms sent to teachers and students have been reproduced with the percent of responses for each item indicated.

There appears to be agreement between what the teachers and students consider to be the important goals of science instruction. It is significant that in the students' evaluation of the actual achievements of science courses, questions relating to science, technology, and problems of society were rated "not at all" or "somewhat" most frequently (67%-75%). This is the area that most science teachers (84%) believe should receive greater emphasis in teacher preparation programs in the colleges. In fact a large proportion (82%) considered a course relating science, technology, and society important in the preparation of new teachers and 75% of the in-service teachers who responded expressed interest in such a course themselves.

The largest proportion of teachers (59%) felt that the extent to which students elect to pursue careers in science reflects the effort to make science relevant to needs of the students and problems of society.

Students not interested in science gave as their reasons most frequently, "too much stress on facts and theories", "poorly taught", and "too difficult, impractical, and irrelevant."

The large majority of teachers responding (89%) agreed that there is a need for greater cooperation between high schools and colleges in science education and in addition to the choices given, suggested other ways this could be accomplished.

A more detailed study will be made of the many interesting comments made by both teachers and students. It might be useful to analyze the data according to type and location of the schools. There appeared to be differences in some areas.

Although in this report no attempt was made to compare responses of boys and girls, the responses were tabulated separately and it will be of interest to us to examine this data more carefully.

V. DISTRIBUTION OF THE RESULTS OF THIS STUDY

The results of both questionnaires will be sent to the principals and science department chairmen in the Cleveland Area high schools.

The data from the teacher questionnaires will be mailed to all science teachers who participated in this study.

Results will be discussed with high school and college science teachers.

QUESTIONNAIRE SENT TO STUDENTS

URSULINE COLLEGE
LANDER ROAD AND FAIRMOUNT BOULEVARD
CLEVELAND, OHIO 44124

CHEMISTRY DEPARTMENT

This questionnaire is part of a study being conducted by the chemistry department of Ursuline College. The project, supported by a grant from the Cleveland Commission on Higher Education, has a three-fold purpose:

1) to determine the scientific interests of high school students in the Greater Cleveland Area;
2) to determine the relevance of science instruction to the important problems of society;
3) to discover ways in which colleges can cooperate with secondary schools in meeting the needs and interests of science students.

We are grateful for the expression of your opinions and comments in the three areas covered by this questionnaire and thank you for your cooperation.

- -

School______________________________

Male__________Female________________

Check the science courses you have taken and are currently enrolled in.

__________ General Science

__________ Earth Science

__________ Life Science

__________ Physical Science

__________ Biology

__________ Chemistry

__________ Physics

__________ Other ________________

General Instructions to the Student

1. Please answer by checking as many choices that you feel complete each statement.

2. If you are not in agreement with any of the choices, please indicate your own comments on the line provided.

3. In addition to the statements you check, feel free to add other comments on the line provided.

4. Please remember that your evaluation should be based on your experience in all high school science courses.

I. There is an urgent need for greater stimulation of interest in science at the high school level. Man and his society are today increasingly dependent on science and technology. To live and participate in this society demands a basic but broad understanding of the questions: What is science? How is it done? What is its relevance to man and social living?

A. I have chosen to enroll in science courses:

______ 1) To fulfill college entrance requirements.

______ 2) Because they were suggested by the guidance counsellor.

______ 3) Because I believe they are relevant to important problems of society.

______ 4) To satisfy my curiosity about nature.

______ 5) Because my interest was stimulated by previous science teachers.

______ 6) To prepare for a career in science.

______ 7) Other (Specify)____

B. Listed below are some goals of science instruction. Rate each item in terms of degree of IMPORTANCE TO YOU. For each item encircle a number from 1, meaning NO IMPORTANCE on an ascending scale to 5, meaning GREAT IMPORTANCE.

	IMPORTANCE TO YOU				
	NONE				HIGH
1. To enable students to become better citizens by being more informed ------------------------	1	2	3	4	5
2. To ensure that students with the ability and desire to enter scientific careers receive the foundation for further education in science ------	1	2	3	4	5
3. To become involved in studying and helping toward the solution of problems concerned with human needs --	1	2	3	4	5
4. To develop a spirit of inquiry and an open mind --	1	2	3	4	5
5. To increase observational and experimental skills-	1	2	3	4	5
6. To learn scientific facts and theories -----------	1	2	3	4	5
7. To relate science to everyday living; to the social and personal interests and responsibilities of the students --	1	2	3	4	5
8. To develop a deeper understanding of nature; to appreciate its order and beauty ----------------	1	2	3	4	5

9. Other (Specify) ____

C. Listed below are some possible achievements of science courses. Check the answer that best applies to science courses you have taken.

Have your science courses---

	NOT AT ALL	SOMEWHAT	TO GREAT EXTENT
1. Helped you to develop sound thinking habits?	____	____	____
2. Helped you to meet your own problems more effectively?	____	____	____
3. Aroused your curiosity about the nature of your environment?	____	____	____
4. Stressed facts and theories and not included enough practical applications to everyday living or to the problems of society?	____	____	____
5. Shown relationships among different fields of science (chemistry, biology, physics, etc)?	____	____	____
6. Made clear to you the distinction between science and technology?	____	____	____
7. Shown relationships among science and technology and other fields (social sciences, literature, history, art, etc.)?	____	____	____
8. Communicated to you the excitement and satisfactions of scientific discovery?	____	____	____
9. Shown relationships and interdependence of the sciences and concern for human needs?	____	____	____

D. If science does not interest you, briefly state what you think is the reason for this.

____

____

____

____

II. In the search for relevance, today's students face a broad range of career opportunities in science and related fields that were not known a generation ago. Education in the sciences will open the way to careers that offer challenge and excitement to those who wish to share in the services that science renders our society and to have a hand in shaping the world of tomorrow. Not enough students are going into science to meet future needs.

Encircle YES or NO

A. Do you have available sufficient information about careers in science? YES NO

B. Would you have a greater interest in science if you knew more about the variety of jobs and professional opportunities in science? YES NO

C. Do you see that careers in science may be a way to help in the solution of problems concerned with human improvement and social betterment? YES NO

D. Would you have a greater interest in science if you knew more about the human activity aspect of science--something about how the activity is carried on and about the scientists themselves? YES NO

E Does a fear of the misuse of technological developments and resources discourage you from choosing a career in the sciences? YES NO

III. One of the most striking developments in American education has been the effort toward better articulation between secondary schools and colleges. Educators and scientists recognize the need for closer cooperation in science education.

Listed below are some possible ways that college science departments could assist in meeting the needs and interests of high school students. Please check the ways that you feel would best help you.

______ A. Discussions with college science students.

______ B. Tours of college science laboratories.

______ C. Use of college laboratory facilities.

______ D. Make information about college courses available.

______ E. Lectures by college graduates working in scientific fields.

______ F. Workshops for high school students at colleges.

______ G. Talks and discussions of current problems relevant to human needs---hunger, poverty, advances related to heredity and health, automation, population, pollution, etc.

______ H. Other (Specify)____

SUBMITTED TO

THE CLEVELAND COMMISSION ON HIGHER EDUCATION

STUDENT TEACHING IMPROVEMENT PROJECT

STUDENT QUESTIONNAIRE

with Percent Response indicated for each
item and choice of answers

807 students responded (81%)

I. There is an urgent need for greater stimulation of interest in science at the high school level. Man and his society are today increasingly dependent on science and technology. To live and participate in this society demands a basic but broad understanding of the questions: What is science? How is it done? What is its relevance to man and social living?

A. I have chosen to enroll in science courses:

70% 1) To fulfill college entrance requirements.

18% 2) Because they were suggested by the guidance counsellor.

24% 3) Because I believe they are relevant to important problems of society.

39% 4) To satisfy my curiosity about nature.

30% 5) Because my interest was stimulated by previous science teachers.

40% 6) To prepare for a career in science.

B. Listed below are some goals of science instruction. Rate each item in terms of degree of IMPORTANCE TO YOU. For each item encircle a number from 1, meaning NO IMPORTANCE on an ascending scale to 5, meaning GREAT IMPORTANCE.

	IMPORTANCE TO YOU				
	NONE		HIGH		
	1	2	3	4	5
1. To enable students to become better citizens by being more informed - - - - - - - - - - -	11%	24%	41%	15%	9%
2. To ensure that students with the ability and desire to enter scientific careers receive the foundation for further education in science.- - - - - - - - - - - - - - - - -	4%	7%	16%	23%	50%
3. To become involved in studying and helping toward the solution of problems concerned with human needs.- - - - - - - - - - - - - - -	5%	13%	28%	26%	28%
4. To develop a spirit of inquiry and an open mind.- - - - - - - - - - - - - - - - -	5%	10%	23%	31%	31%
5. To increase observational and experimental skills. - - - - - - - - - - - - - - - - -	5%	10%	28%	32%	25%
6. To learn scientific facts and theories.-	9%	18%	33%	23%	17%
7. To relate science to everyday living; to the social and personal interests and responsibilities of the students.- - - - - - -	8%	15%	27%	29%	21%
8. To develop a deeper understanding of nature; to appreciate its order and beauty. - - - -	10%	14%	28%	25%	23%

C. Listed below are some possible achievements of science courses. Check the answer that best applies to science courses you have taken.

Have your science courses---

	NOT AT ALL	SOMEWHAT	TO GREAT EXTENT
1. Helped you to develop sound thinking habits?	8%	69%	23%
2. Helped you to meet your own problems more effectively?	36%	56%	8%
3. Aroused your curiosity about the nature of your environment?	10%	41%	49%
4. Stressed facts and theories and not included enough practical applications to everyday living or to the problems of society?	22%	53%	25%
5. Shown relationships among different fields of science (chemistry, biology, physics, etc)?	11%	49%	40%
6. Made clear to you the distinction between science and technology?	46%	42%	12%
7. Shown relationships among science and technology and other fields (social sciences, literature, history, art,etc.).	42%	46%	12%
8. Communicated to you the excitement and satisfactions of scientific discovery?	18%	52%	30%
9. Shown relationships and interdependence of the sciences and concern for human needs?	14%	53%	33%

II. In the search for relevance, today's students face a broad range of career opportunities in science and related fields that were not known a generation ago. Education in the sciences will open the way to careers that offer challenge and excitement to those who wish to share in the services that science renders our society and to have a hand in shaping the world of tomorrow. Not enough students are going into science to meet future needs.

Encircle YES or NO	YES	NO	No Response
A. Do you have available sufficient information about careers in science?	50%	50%	
B. Would you have a greater interest in science if you knew more about the variety of jobs and professional opportunities in science?	66%	33%	1%
C. Do you see that careers in science may be a way to help in the solution of problems concerned with human improvement and social betterment?	88%	11%	1%
D. Would you have greater interest in science if you knew more about the human activity aspect of science something about how the activity is carried on and about the scientists themselves?	57%	41%	2%
E. Does a fear of the misuse of technological developments and resources discourage you from choosing a career in the sciences?	14%	85%	1%

III. One of the most striking developments in American education has been the effort toward better articulation between secondary schools and colleges. Educators and scientists recognize the need for closer cooperation in science education.

Listed below are some possible ways that college science departments could assist in meeting the needs and interests of high school students. Please check the ways that you feel would best help you.

54% A. Discussions with college science students.

57% B. Tours of college science laboratories.

48% C. Use of college laboratory facilities.

55% D. Make information about college courses available.

51% E. Lectures by college graduates working in scientific fields.

65% F. Workshops for high school students at colleges.

55% G. Talks and discussions of current problems relevant to human needs, hunger, poverty, advances related to heredity and health, automation, population, pollution, etc.

QUESTIONNAIRE SENT TO TEACHERS

URSULINE COLLEGE
LANDER ROAD AND FAIRMOUNT BOULEVARD
CLEVELAND, OHIO 44124

CHEMISTRY DEPARTMENT

This questionnaire is part of a study being conducted by the chemistry department of Ursuline College. The project, supported by a grant from the Cleveland Commission on Higher Education, has a three-fold purpose:

1) to determine the relevance of science instruction to the important problems of society;
2) to discover ways in which colleges can cooperate with secondary schools in meeting the needs and interests of science students;
3) to obtain suggestions for restructuring the goals of science teacher preparation programs in the colleges.

Scientists and educators agree that all aspects of science and technology should be under constant review in terms of the needs of our students and of society. Science teachers should have an important part in this review.

We are grateful to you for the expression of your opinions and comments in the four areas covered by this questionnaire and thank you for your cooperation.

- -

Please check the science courses you have taught and are currently teaching.

________ General Science
________ Earth Science
________ Life Science
________ Physical Science
________ Biology
________ Chemistry
________ Physics
________ Other ____________

I. There is an urgent need for greater stimulation of interest in science at the high school level. Man and his society are today increasingly dependent on science and technology. To live and participate in this society demands a basic but broad understanding of science and its relevance to man and social living. How often have students asked, "What good is this to me now?" "What good will it be to me in the future?" Perhaps a greater effort should be made to provide the answers to these questions by relating scientific activities to the real world of human needs and values.

A. Listed below are some goals of science instruction. Rate each item in terms of degree of IMPORTANCE TO YOU. For each item encircle a number from 1, meaning NO IMPORTANCE, on an ascending scale to 5, meaning GREAT IMPORTANCE.

	IMPORTANCE TO YOU				
	NONE			HIGH	
1. To enable students to become better citizens by being more informed	1	2	3	4	5
2. To ensure that students with the ability and desire to enter scientific careers receive the foundation for further education in science	1	2	3	4	5
3. To develop a spirit of inquiry and an open mind	1	2	3	4	5
4. To increase observational and experimental skills	1	2	3	4	5
5. To learn scientific facts and theories	1	2	3	4	5
6. To relate science to everyday living; to the social and personal interests and responsibilities of the students	1	2	3	4	5
[illegible] are; to [illegible]	[illegible]	2	[illegible]	4	5
[illegible] from [illegible] set his own problems more [illegible]	[illegible]	2	3	4	5
9. To reveal the relationships and interdependence of the sciences and concern for human needs; to impart a sense of the place of science in society	1	2	3	4	5
10. To show relationships among different fields of science	1	2	3	4	5
11. To show relationships among science and technology and other disciplines (the humanities and the arts)	1	2	3	4	5
12. To communicate to students the excitement and satisfactions of scientific discovery	1	2	3	4	5
13. Other (specify)					

B. Do you feel that there is a decreased interest in science at the high school level? ---------------------------------- YES NO

C. Do you think that the theoretical framework of course content is a factor in the decreased interest in science? ------ YES NO

D. Are you able to structure your courses to fit the needs of your students? -- YES NO

   1. If not, what are the obstacles?

   2. How do you as a science teacher determine the needs and interests of the students in structuring your courses?

E. Do college requirements force you to restrict yourself to certain areas or approaches? ------------------------------ YES NO

F. Do you think it is possible to relate your subject matter to problems of social living? ------------------------------ YES NO

G. To do this is it necessary to sacrifice course material? ---- YES NO

Comments:

II. In the search for relevance, today's students face a broad range of career opportunities in science and related fields that were not known a generation ago. Students need to be convinced that education in the sciences will open the way to careers that offer challenge and excitement to those who wish to share in the services that science renders our society and to have a hand in shaping the world of tomorrow. Not enough students are going into science to meet future needs.

A. Do you think that the extent to which students elect to pursue careers in scientific fields reflects the effort to make science relevant to the needs of the students and to problems of society? ------ YES NO

B. Would your students show a greater interest in science if they knew more about the variety of job and professional opportunities in science? -------------------------------- YES NO

C. Do you have sufficient information available to you about careers in science? ------------------------------------ YES NO

Comments:

III. The changing nature of student expectations offers to future science teachers a challenge to create a broader understanding of what science is like and to include those aspects of science directly relevant to problems of social living. Recent studies suggest the need to re-examine and restructure the goals of science teacher preparation programs in colleges.

A. Do you think that more time should be devoted to relating science, technology, and problems of society in science teacher preparation programs in the colleges? -------------- YES NO

B. Would you consider a course relating science, technology and society important in the preparation of new teachers? ------ YES NO

C. Would you as an in-service science teacher be interested in such a course? -- YES NO

D. Do you feel that colleges in the Cleveland Area should offer supplementary courses, workshops, or seminars to enable high school science teachers to incorporate new developments into their courses? -- YES NO

Please suggest areas that would be of interest:

IV. One of the most striking developments in American education has been the effort toward better articulation between secondary schools and colleges.

A. Do you think that there is a need for greater cooperation between high schools and colleges in science education? ---- YES NO

B. Listed below are some possible ways that college science departments could assist in meeting the needs and interests of high school students. Please check the ways that you feel would best help you or your students.

_____ 1. Tours of college science laboratories.

_____ 2. Use of college laboratory facilities.

_____ 3. Lectures by college graduates working in scientific fields.

_____ 4. Workshops for high school students at colleges

_____ 5. Exchange of faculty

_____ 6. Provide follow-up information on high school graduates who attend college.

_____ 7. Discussions between high school and college science teachers.

_____ 8. Make information about college courses available.

_____ 9. Other (specify) ________________________________

Comments:

SUBMITTED TO

THE CLEVELAND COMMISSION ON HIGHER EDUCATION

STUDENT TEACHING IMPROVEMENT PROJECT

TEACHER QUESTIONNAIRE

with Percent Response indicated for each
item and choice of answers

78 teachers responded (74%)

I. There is an urgent need for greater stimulation of interest in science at the high school level. Man and his society are today increasingly dependent on science and technology. To live and participate in this society demands a basic but broad understanding of science and its relevance to man and social living. How often have students asked, "What good is this to me now?" "What good will it be to me in the future?" Perhaps a greater effort should be made to provide the answers to these questions by relating scientific activities to the real world of human needs and values.

A. Listed below are some goals of science instruction. Rate each item in terms of degree of IMPORTANCE TO YOU. For each item encircle a number from 1, meaning NO IMPORTANCE, on an ascending scale to 5, meaning GREAT IMPORTANCE.

		IMPORTANCE TO YOU				
		NONE			HIGH	
		1	2	3	4	5
1.	To enable students to become better citizens by being more informed.	0%	5%	24%	24%	47%
2.	To ensure that students with the ability and desire to enter scientific careers receive the foundation for further education in science.	1%	0%	11%	31%	57%
3.	To develop a spirit of inquiry and an open mind.	0%	1%	4%	12%	83%
4.	To increase observational and experimental skills.	1%	2%	12%	27%	58%
5.	To learn scientific facts and theories.	12%	1%	46%	27%	14%
6.	To relate science to everyday living; to the social and personal interests and responsibilities of the students.	0%	5%	19%	36%	40%
7.	To develop a deeper understanding of nature; to appreciate its order and beauty.	1%	1%	19%	30%	49%
8.	To give the student a better foundation from which to govern his own life; to help him to meet his own problems more effectively.	1%	5%	21%	31%	42%
9.	To reveal the relationships and interdependence of the sciences and concern for human needs; to impart a sense of the place of science in society.	0%	6%	25%	38%	31%
10.	To show relationships among different fields of science.	0%	14%	34%	37%	15%
11.	To show relationships among science and technology and other disciplines (the humanities and the arts).	0%	9%	40%	40%	11%
12.	To communicate to students the excitement and satisfactions of scientific discovery	1%	3%	15%	28%	53%

	YES	NO	NO RESPONSE
B. Do you feel that there is a decreased interest in science at the high school level?	47%	50%	3%
C. Do you think that the theoretical framework of course content is a factor in the decreased interest in science?	46%	44%	10%
D. Are you able to structure your courses to fit the needs of your students?	58%	40%	2%
1. If not, what are the obstacles?			
2. How do you as a science teacher determine the needs and interests of the students in structuring your courses?			
E. Do college requirements force you to restrict yourself to certain areas or approaches?	40%	56%	4%
F. Do you think it is possible to relate your subject matter to problems of social living?	90%	10%	-
G. To do this is it necessary to sacrifice course material?	56%	41%	3%

II. In the search for relevance, today's students face a broad range of career opportunities in science and related fields that were not known a generation ago. Students need to be convinced that education in the sciences will open the way to careers that offer challenge and excitement to those who wish to share in the services that science renders our society and to have a hand in shaping the world of tomorrow. Not enough students are going into science to meet future needs.

A. Do you think that the extent to which students elect to pursue careers in scientific fields reflects the effort to make science relevant to the needs of the students and to problems of society?	59%	33%	8%
B. Would your students show a greater interest in science if they knew more about the variety of job and professional opportunities in science?	64%	27%	9%
C. Do you have sufficient information available to you about careers in science?	41%	58%	1%

III. The changing nature of student expectations offers to future science teachers a challenge to create a broader understanding of what science is like and to include those aspects of science directly relevant to problems of social living. Recent studies suggest the need to re-examine and restructure the goals of science teacher preparation programs in colleges.

		YES	NO	NO RESPONSE
A.	Do you think that more time should be devoted to relating science, technology, and problems of society in science teacher preparation programs in in the colleges?	84%	11%	5%
B.	Would you consider a course relating science, technology and society important in the preparation of new teachers?	82%	14%	4%
C.	Would you as an in-service science teacher be interested in such a course?	75%	23%	2%
D.	Do you feel that colleges in the Cleveland Area should offer supplementary courses, workshops, or seminars to enable high school science teachers to incorporate new developments into their courses?	95%	3%	2%

IV. One of the most striking developments in American education has been the effort toward better articulation between secondary schools and colleges.

A.	Do you think that there is a need for greater cooperation between high schools and colleges in science education	89%	1%	8%

B. Listed below are some possible ways that college science departments could assist in meeting the needs and interests of high school students. Please check the ways that you feel would best help you or your students.

46% 1. Tours of college science laboratories.

52% 2. Use of college laboratory facilities.

65% 3. Lectures by college graduates working in scientific fields.

74% 4. Workshops for high school students at colleges.

46% 5. Exchange of faculty.

38% 6. Provide follow-up information on high school graduates who attend college.

69% 7. Discussions between high school and college science teachers.

44% 8. Make information about college courses available.

APPENDIX L

RESEARCH REPORT

Project No. 7-E-181X
Grant No. OEG-0-8-000181-1899 (010)

A New Laboratory Approach to General Chemistry and Biochemistry

James W. Nuss, Ph.D.

Greater Cleveland
Student Teaching Improvement Project
CLEVELAND COMMISSION ON HIGHER EDUCATION
1367 East Sixth Street, #608
Cleveland, Ohio 44114

JULY, 1970

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ACKNOWLEDGEMENT

The author wishes to thank the CLEVELAND COMMISSION ON HIGHER EDUCATION for supporting this endeavor and whose financial aid allowed the author time to crystallize his thinking on the presence of education in the laboratory portion of chemistry curricula. I am especially indebted to Dr. Louis N. Theodosion, Associate Director of the Commission for many valuable hours of conversation and help in working through some of the concepts of higher education.

INTRODUCTION

The laboratories associated with General Chemistry and to a lesser extent advanced chemistry courses have been the subject of much criticism and innovative programs over the past fifteen years. In particular, the past two or three years have been ones of drastic measures; and by some standards even chaotic activity in a rush to bring some concept of relevance to the introductory course in chemistry. The main reason behind all this activity, in my opinion, has been the decline of physical science as a live option career opportunity to today's youth. No longer is the chemist or the physicist high on the scale of prestige as was the case in the years, 1957-1966. Of course, we in the discipline continue to realize the rich rewards of a career in the physical sciences, but have turned in a miserable performance of influence and instruction to our young generation. We must often remain aloof from discussions on pertinent scientific topics of today on which moral judgments are being asked of us. Witness the attitude of the scientific community towards water and aid pollution prior to "Earth Day, 1970". It is also true that the dedicated scientist and the arrogant sociologist are not communicating with each other, yet both are saying things which have common grounds for cooperative efforts in evolving solutions to today's pressing problems concerned with man's survival on this planet. Secondly, the prevalent attitude about making science relevant to the beginning student has been to introduce ultra-sophisticated experiments to students whose previous laboratory experience has been limited to test tubes and color changes therein. This approach at the outset is surely destined to fail for the student soon becomes totally frustrated and merely goes through the motions of experimentation.

It would be presumptuous to state that the two laboratory courses which evolved as a result of this grant are solve-alls for chemistry laboratory instruction; however, the results which were obtained were very positive with respect to the type of student who comes to Baldwin-Wallace and elects physical science courses. All men by nature desire to know, as Aristotle said in the opening sentence of his *Metaphysics.* Perhaps the capacity to be curious is stifled more today than it was a few thousand years ago, for it seems that today the number of really inquisitive minds is small. It is probably true that we cannot hope to convince every person of the delectability of knowledge. However, the proportion of the curious to the indifferent can be increased by subtle persuasion. This was the aim of this manual, accomplished by substituting, insofar as possible, education by investigation and education by personal data evaluation in the laboratory for education by authority and rote memory in the lecture room. In the biochemistry laboratory this was not difficult to achieve for this area of chemistry is "in vogue" at the present time. The general chemistry laboratory presented the great challenge and this report will treat each separately.

The Problem

To generate a set of stimuli through experimentation which would give each student an idea of what it is that a chemist does and how he proceeds to accumulate a set of data from which deductions as tb the nature of the matter can be made.

Design

Two groups were used in General Chemistry. One group was a control group and used the laboratory manual, "Practice in Thinking" by Jay Young, for two ten-week quarters. The other group used the manual described in this report for the first quarter, then used "Practice in Thinking" the subsequent ten weeks.

The only comparison possible in the Biochemistry Course was my own observations with respect to the previous year's students.

GENERAL CHEMISTRY LABORATORY

General chemistry is a two quarter sequence at Baldwin-Wallace. The identifying numbers are Chem. 103 and 104. The sequence is offered in the fall and winter, and also as a sequence in the winter and spring. The new laboratory was introduced in the 103 course in the winter quarter. The author also taught 104 during the winter quarter so that some meaningful comparisons could be made. The 104 lab was the same for the spring students as that used in the winter quarter. The laboratory manual used at Baldwin-Wallace is *Practice in Thinking* by Jay Young. It is a most challenging laboratory experience. The manual poses solvalbe questions. Its proper use requires the students to *conceive* testable explanations for the questions posed. The object here is to proceed from rather qualitative experiments to quantitative data experiments. The composition of the students in each sequence bears some comment. The fall - winter 103-4 sequence is composed of freshmen who are declared chemistry majors, home economics majors, plus a random assortment of other freshmen and sophomores. The winter - spring 103-4 enrollment is mostly biology majors with a group of freshmen who were somewhat disappointed with their courses during the fall quarter and wish to expose themselves to some science. There was one student who had decided to become a chemistry major.

Rationale of the Experiments

A. Charles' Law

In this experiment the student measures the change in volume of a gas as the temperature is raised from 20° to 80°C. The data are plotted on a graph and the slope of the line is the coefficient of expansion of the gas. A dozen runs can easily be made in one three hour laboratory period. Each run was made with a different initial volume of gas. The student then plotted all of the data and using the method of least squares, calculated the various coefficients of expansion. With all of this data, it was a natural event to discuss a statistical treatment of error analysis. The students thus learned to graph empirical data, perform a graphical solution to arrive at the desired numbers, and do an error analysis. Note that at no time was "getting the correct answer" stressed. This becomes an important feature of this laboratory course.

B. Emission Spectroscopy

Students worked in pairs on this experiment and recorded on photographic film various spectra of metals and salts using a Jarrell-Ash 4.5 meter spectrometer. They learned to develop their own film and the techniques of identifying elements and ions by the distinct series of lines each one emits upon striking an arc containing the element under question. Each student was assigned an unknown which he was to identify by emission spectroscopy. This forced the student to the library for comparison purposes. The concept of electrons moving about a nucleus at various levels was made a live phenomenon as they actually recorded it on photographic film.

C. Ice Calorimetry

The idea that every chemical reaction is accompanied by either absorption or evolution of heat is a difficult one for a beginning student. In this experiment each student constructs his own calorimeter, calibrates it, and then runs a chemical reaction which generated head. The data are graphed and another graphical method of anlaysis is explained to yield the heat evolved. It was found that in tro three hour periods, the student made between six and eight runs which he then subjected to the previously learned error analysis. At this point some students began to question their individual techniques in performing an experiment. This was an important phenomenon because no mention of variance in technique was made previously.

D. Synthesis of $Co(NH_3)_6Cl_3$ and Subsequent Analysis for Purity

The student reads in textbooks many chemical reactions and equations. He thus begins to reason that actually all one does is mix two chemicals together and by some mystical event out comes the product. The purpose of this particular experiment is to vividly illustrate how a chemist does indeed synthesize a molecule. The student was forced to do a literature search to find a satisfactory method for the synthesis. Note here I could have given them a "cookbook recipe" but instead opted for the library search. Once the material was synthesized, the student was asked to analyze for its purity. This involved making and using an ion-exchange column and subsequent titration using a pH meter and graphing the results. Yet another graphical solution was obtained. If the purity was low, e.g., less than 65%, the student re-crystallized his material and repeated the analysis.

E. Determination of the Stoichiometry of a Complex Ion by Job's Method

The student here was introduced to another graphical technique and a new analytical tool, a spectrophotometer. It soon becomes apparent to the student that if something is colored, ne can capitalize on this color to determine how much of it was actually present and then extend this logic to what the ratio of constituents need be to give a maximum of color intensity. The $Fe\ SCN^{++}$ ion is deep red in color and by mixing various ratios of Fe^{+++} and SCN^- the 1:1 stiochiometric ratio is to be found to yield the most intense color. Again this was another new graphical solution to a chemical problem.

BIOCHEMISTRY

In the field of biochemistry today, it is not difficult to find experiments which get the student involved. The problem is to attempt experiments which lead to conclusive results which will not require rather sophisticated experimental techniques. When dealing with complex and macromolecules whose structure can be altered by the slightest change in pH of a solution, one must be careful to assure some reasonable chance of success. The following set of experiments seemed to work well in this aspect.

Rationale of the Experiments

A. Amino Acid Analysis

In this experiment students selectively hydrolyzed a sample of protein (some hair, fingernails or tonenails) and then proceeded to analyze the resulting solution for the various amino acids present. The techniques of thin-larger chromatography and electraphoresis which are heavily used in biochemistry were introduced to the student at this time.

B. The Isolation of DNA from E. Coli Cells

Everyone has E. Coli cells in their bodies at some time. Therefore, the student feels personally involved working with these bacteria. The method of extraction was taken directly from the literature. Marmur's method was found to give excellent results and large yields of DNA were commonplace. The student was then charged with getting the purity above 90% which required about six hours of lab work. Thus the DNA isolated and purified was subsequently used in the following experiment.

C. The Hyperchromic Effect in DNA

The molecule DNA exists as a double heli (two strings twisted together) and in this experiment the student studied the rate at which the two strands are unwound by the enzyme DNAse. The student used two different techniques of measurement, one optical and one mechanical, and then compared the two sets of data. They were also surprised to find that the unwinding process is not inear with respect to time. The question, Why?, brought out some interesting speculative responses based on inductive and deductive logic!

D. Synthesis of Glucose - l - Phosphate

The molecule glucose-l-phosphate is the beginning of the metabolic pathway leading to pyruvate production. It is synthesized from glycogen in animal cells and starch in plant cells. The student here synthesized it from starch and an enzyme found in potatoes. The isolation procedure is tedious but interesting due to a variety of techniques utilized. The purity was ascertained at the completion of the experiment.

RESULTS

In the biochemistry laboratory the students began slowly and hesitated to become deeply involved with the amino acid experiment. However, once they began to extract DNA from E. Coli cells the attitude changed drastically. Although the laboratory was scheduled for three hours per week, by the third week, all of the students began working six to seven hours per week, all on their own motivation. Three of them returned to the first experiment on electrophoresis and reran their unknowns again, developing excellent techniques as they worked. During the fifth week, the students began working on the last experiment which came as a complete surprise to myself. They had obviously read the experiment and realized that data accumulation would be over a period of two weeks or so and began early. The synthesis of Glucose-1-phosphate and the kinetics of unwinding of the double helix in DNA proved to be the most enjoyable from the viewpoint of the student. Complete and total physical and mental involvement was noted during these procedures, i.e., the laboratory was quiet. It should be noted that these students responded poorly to graphical analysis since as freshmen two years earlier, no graphical methods were stressed in general chemistry. Once they were shown what a graph can do to clear up a set of numerical data, they responded with a proliferation of graphs.

The extraction of DNA became so successful that when the Cooperative Science Center at Baldwin-Wallace invited approximately 100 Ohio Science Fair winners from Northeast Ohio High Schools, I decided to try the isolation procedure with 25 of them in a three-hour period. Twenty-four of them succeeded in obtaining the DNA. The high school science teachers were greatly impressed with the results and I believe as a result Baldwin-Wallace will have a few of these people as students in the near future. One young lady undertook the isolation of DNA from various bacterial cells and entered the results in this year's science fair and received an Honorable Mention.

The laboratory was directly tied to lecture material and in this instance was a huge success. Protein chemistry was alive for the student who was digesting his hair in the laboratory. Jim Watson's book, "The Double Helix", was read by all with a deeper meaning as in the laboratory the student was isolating and purifying the long glass-like threads. With respect to specific repeated test questions from the previous year, it was interesting and significant to see answers presented in graphical form rather than regurgitation of class notes of the previous year's class. It was at this point that I arrived at the conclusion that this laboratory had performed a yeoman's job with respect to the instructional process. These students had left the memorization process for at least the moment and began to see order in disorder, unity in variety, and became creative thinkers for the first time in their short lives. To this end, none of them I am sure will approach any class in any discipline the same as they had previously done. For the moment they had risen to a new way of viewing the world in which they exist. I seriously doubt if a return to the old view will occur for the new became too exciting for them.

The General Chemistry laboratory exhibited different effects. The students taking the new lab course became very conscious of the procedure they were adopting while running an experiment. Their approach was much more orderly. The feeling that one can change the results by the manner in which he performed an experiment permeated these students into a real sense of self-awareness in the laboratory. Students began to criticize not only their own technique but their fellow colleague's also. The main drive was for a consistent set of data rather than striving to obtain a "correct" answer. This in itself is the one goal to which I strive to teach each quarter and it was achieved with great ease using the new 103 manual. Stimulation can be sometimes implied from attendance data and it is noteworthy that I had no unexcused absence in the laboratory for 38 students in the ten week quarter. About one half of the students spent extra time in the laboratory, not because they were behind, but to merely change experimental procedure and note the differences in data.

Again, as in the Biochemistry course, graphical analysis became a way of life for them and test questions were answered in terms of graphs. At this point I would like to interject an opinion. It seems to be a common belief among college professors that entering college students understand a graph with respect to coordinates, slopes, equations, etc. After this year's experience, I must disagree; and this indeed may be where we as professors need to take heed. We speak in terms of graphs, we lecture from graphical presentations and we may indeed be talking to ourselves. The entering freshman is not well versed in graphical analysis and we need to spend considerable time nuturing these concepts to students.

In Chemistry 104 in the spring quarter, the students eagerly attacked the standardized manual at the outset. Their hypotheses were more sophisticated, their experiments to prove or disprove their original hypotheses were suberb. Then after five weeks of the quarter, enthusiasm began tailing off. When I questioned this lack of enthusiasm, what emerged was a feeling of no challenge to the students. They had become bored with the standardized method. They were asking me to give them experiments like those in 103. Please note here that their work at this point was superior to those students in the winter 104 lab ahd the problem was not one of too difficult experiments. Upon being presented this challenge, I had to immediately come up with experiments which would challenge their abilities. At the time in the lecture, we were studying electrochemistry, and so I began by asking them to build a battery based on reactions found in the E.M.F. tables. This request resulted in some of the most esoteric galvanic cells ever constructed. Other students did not really believe the ideas behind concentration cells and set out to disaprove it. To their discovery they could not. Some of the pre-engineers designed two fuel cells and built them. One was a hydrogenchlorine cell and when the chlorine generator was activated we had a greenish gas everywhere. That student learned first hand some safety precautions with respect to corrosive gas handling!

One of the highlights of this extemporaneous experimentation came when a student questioned a formula in his textbook. Instead of telling him, I asked him to prove or disprove the stiochiometry as a lab experiment. After much searching he came up with the best piece of deductive logic in the year. If indeed we determined the stiochimetry of a colored species by the intensity of color as a function of its composition (Job's Method), why not wiegh the precipitate resulting from various mixtures of mole ratios of anion and cation. The correct stiochiometry would be the mixture with the most precipitated substance. It was this kind of approach which convinced the author that the new 103 laboratory manual had imparted a lasting and impressive effect on the students.

CONCLUSIONS

1. The assumption that beginning students in college understand graphs is false.
2. A most effective teaching and self-instructional tool is graphical analysis of data and trends in data.
3. Through graphical analysis, one can instruct to an effective degree, the method of deductive logic in the physical science.
4. When students build their own apparatus, the personal factor of data accumulation is amphlified.
5. To strive for consistent data is a much better approach than to seek "right answers".
6. The teaching of scientific concepts and mathematical concepts is made infinitely easier using a student's own data taken in the laboratory.
7. Allowing tne student to seek laboratory answers to classroom questions is a most rewarding and effective method of teaching.
8. Education by laboratory investigation is an effective tool which the chemist has yet to realize in his method of instruction.